ED213817 AA001100

Resources in Education (RIE). Volume 17, Number 8.
Educational Resources Information Center (ED), Washington, D.C.; ORI, Inc., Bethesda, Md. Information Systems Div.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date Aug 82
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. On annual subscription, $70.00 (Domestic), $87.50 (Foreign).
EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
Descriptors-*Abstracts; Education; *Indexes
Identifiers-*Resources in Education

Resources in Education (RIE) is a monthly abstract journal which announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,500 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape data base prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for MAY 1979. (LRS/WTB)

ED213818 CE030815

Youth Employment in Hawaii: A Policy Document.
Hawaii State Commission on Manpower and Full Employment, Honolulu.; Hawaii State Employment and Training Council, Honolulu.
Pub Date Jan 81
Note-58p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Adolescents; Adults; *Education Work Relationship; Employee Attitudes; Employer Attitudes; *Employment Opportunities; *Employment Problems; Employment Programs; Policy Formation; *Public Policy; Statewide Planning; Student Attitudes; Student Needs; *Unemployment; Youth; *Youth Employment; Youth Problems; Youth Programs
Identifiers-*Hawaii

To help reduce youth unemployment in Hawaii (which stood at about 26 percent in 1975), a statewide policy was developed which included goals for youth employment. These goals are (1) to establish priority for programs that promote long-term employability; (2) to improve youth's transition from school to work; (3) to diversify and increase employment opportunities; (4) to expand and strengthen services and programs to youth with special needs. Objectives for all of these goals are set by the policy. As part of policy implementation, a Youth Employment and Training Conference was held in April, 1980, to identify the types of problems youth face in Hawaii's labor market; to develop recommendations for each of the problems identified; and to develop an overall youth employment strategy. Problems identified included age discrimination against youth, minority discrimination, school-to-work transition problems, poor work attitudes on the part of youths, lack of basic education skills, lack of skills and training, lack of experience, and lack of jobs in the economy. Recommendations for ameliorating these problem areas were made by conference delegates. (KC)

ED213819 CE030836

Athanasou, James A.

Interactions of Work-Task Dimensions and Sex Differences in Occupational Choices. Research Report.

New South Wales Dept. of Industrial Relations and Technology, Darlinghurst (Australia). Div. of Vocational Guidance Services.
Pub Date Sep 79
Note-20p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Career Choice; *Females; Interest Inventories; Junior High Schools; *Males; *Occupational Aspiration; Sex Bias; *Sex Differences; Sex Fairness; *Sex Stereotypes; *Vocational Interests
Identifiers-Australia

This study explored the effects of sex on responses to 247 items in the "Choice of Occupation Form" among a sample of 500 junior high school students in Australia. It was argued that there was substantial interaction between the types of work chosen (i.e., contact with people versus things and sex in the most frequently and infrequently liked occupations). The greatest differences in occupational choices were in males' orientation towards activities and occupations commonly classified as realistic, mechanical, or technical and females' preferences for social or personal contact occupations. Results suggest caution in the use of the Choice of Occupation Form, since recommendations and inferences about interests made on the basis of occupational choices, either from guidance interviews or from standardized tests, may be clearly sex-restrictive. Use of the sex-balanced items identified in the study may broaden choice options and ensure that vocational interests reflect a fundamental orientation towards things-people or data-ideas, rather than sex stereotypes of the effect of dominant forces in the society. (Author/KC)

ED213820 CE031122

Mann, Edward C.

Utilizing Experiential Learning in Assessing Occupational Competencies of T&I Instructors.

Pub Date Dec 81
Note-17p.; Paper presented at the Annual Meeting of the American Vocational Association (Atlanta, GA, December 1981).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Certification; *Credentials; Equivalency Tests; *Evaluation; Experience; Higher Education; Nontraditional Education; Qualifications; *Teacher Certification; *Teacher Qualifications; Trade and Industrial Education; *Trade and Industrial Teachers; Vocational Education; *Work Experience

Trade and industrial (T & I) instructors desiring professional development and credentialization through a university have numerous problems in validating and receiving credit for their technical competencies obtained through prior experiences and noncollegiate training. In the past, teachers have either acquired specialization competency based on college coursework, or specialization competency based on prior work experience. An approach which minimizes the shortcomings of both of these methods, however, is for T & I instructors to acquire specialization competency based on extensive work experience or a combination of work experience and technical credit. This approach is beneficial to both the institution and the individual. The institution will be attracting additional students, thus generating more student credit hours and revenue. The T & I instructors will be able to more effectively and efficiently use their time and resources by getting recognition for their prior learning regardless of where it took place. A number of complementary assessment approaches may be useful for assessing prior experiential learning: (1) individualized assessment using a portfolio; (2) credit by examination, such as the College Level Examination Program (CLEP) exams; or (3) credit recommendations for noncollegiate courses. A seven-step model for assessing occupational experiential learning is proposed: select the occupational fields for assessment; identify the competencies; verify the work experience; relate the competencies to the curriculum and goals of the student; measure occupational competence; evaluate and synthesize the measurement results; and determine the amount of credit to be awarded. (KC)

ED213821 CE031151

Merrill, Beverley P.

Assisting with Nutritional Needs. Instructor's Guide, Option A, [and] Option B.

Florida State Univ., Tallahassee. Career Education Center.
Spons Agency-Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.

Pub Date Dec 78
Note-171p.
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Competency Based Education; Dietetics; *Individualized Instruction; Lecture Method; Lesson Plans; *Nursing Education; *Nutrition; Postsecondary Education; *Practical Nursing; *Teaching Methods

This packet contains an instructor's guide and student materials for a competency-based course on assisting with patient nutritional needs for practical nursing students in Florida. The program is designed to teach students to help feed patients, to assess their nutritional needs, and to monitor their intake of food and fluids. The instructor's guide contains information to help the instructor present the course, including introducing the unit to the students, enrichment, student assessment, and choosing optional methods (A or B) of presenting the course. The instructor's guide also contains a glossary, a bibliography, and appendixes which explain how to make materials called for in the course activities, along with blank forms. The student materials are contained in two separate optional formats. Both present the same competency to be developed, using the same introduction, objectives, pretest, posttest, final exam, and performance checklists. Student instructions, resources, and learning activities are presented differently. One option is designed for programs still using the more conventional lecture method of instruction. This option, Option A, presents a step toward individualizing instruction. The second option, Option B, is designed to allow programs already involved and also those anticipating involvement in individualized instruction to move toward maximum individualization of their curriculum. (KC)

ED213822 CE031293

Lawson, V. K.

Thinking Is a Basic Skill: Creating Humanities Materials for the Adult New Reader.

Literacy Volunteers, Inc., Syracuse, N.Y.
Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C.
Pub Date 81
Note-65p.
Available from-Literacy Volunteers of America, 404 Oak St., Syracuse, NY 13203 ($4.00).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adult Basic Education; *Adult Literacy; Adults; Creative Writing; *Humanities; Humanities Instruction; *Instructional Materials; Literacy Education; Literary Styles; *Material Development; Poetry; *Reading Instruction; Tutoring; *Writing (Composition)
Based on a project conducted by Literacy Volunteers of America (LVA),

this guide contains procedures for creating humanities reading materials for adult new readers (fifth grade level or below). For successfully conducting the project, the guide presupposes that a coalition of librarians, literacy program personnel (learners, tutors, and literacy staff members), and humanists exists. After showing the need for low-reading-level humanities materials for adults, the guide provides the solution based on how the humanities writing program was conducted by LVA. It then outlines the process of creating the materials, including originating, selecting staff and subject areas, training, writing, editing, preparing a manuscript, testing and revising a manuscript, and publishing the final products. An estimate of costs and suggested sources of funding is given. Following a bibliography of material about adult new readers, the guide's appendixes contain sample administrative materials, materials for conducting a writing workshop, and blank evaluation questionnaires. (KC)

ED213823 CE031355

Epler, Doris M.

In-Service Training for Instructors Designed to Build the Necessary Skills Needed to Plan, Develop, and Implement Competency-Based Vocational Education. Final Report (July 1, 1980-June 30, 1981).

Berks Vocational-Technical School, Reading, PA.
Spons Agency Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.
Pub Date 31 Jul 81
Note-176p.; Not available in paper copy due to small, light print.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Articulation (Education); *Competency Based Education; High Schools; *Inservice Teacher Education; Learning Modules; *Material Development; *Program Development; Program Implementation; Teacher Developed Materials; Teacher Education; Teacher Workshops; *Vocational Education; *Vocational Schools
Identifiers-Berks Vocational Technical School PA; Reading Muhlenberg Vocational School PA; Schuylkill County ATVS PA

This project extended two previous projects which were designed to assist teachers in building the necessary skills to plan, develop, and implement competency-based vocational education (CBVE). In addition to released time for instructors, the project provided the funds necessary to form an articulation team effort among Pennsylvania's Reading Muhlenberg Vocational School, Schuykill County Area Vocational Technical School, and the Berks Vocational-Technical School, which culminated in a large-group, intensified workshop comprised of five on-site training sessions and five off-site work sessions. The following outcomes and products resulted from the project: (1) teachers participated in 4,032 hours of released time from the classrooms during which they developed various CBVE skills; (2) two full-time substitute teachers were provided to cover classrooms during released time; (3) consumerism and job keeping/seeking curriculums were developed and implemented by the fulltime substitutes; (4) sample modules were developed for pilot testing; (5) supportive audiovisual materials were developed for some modules; and (6) the Staff Training Educational Plan (STEP) was developed to support the Competency Based Vocational Education Progress Chart developed by the Research Coordinating Unit of the Pennsylvania Department of Education. (Many of the materials used to conduct the staff training are included in the appendixes to the report.) (KC)

ED213824 CE031376

Levine, S. Joseph; And Others

Teaching Adults!! Training Materials for Adult Education Staff Development.

Michigan State Univ., East Lansing. Dept. of Adult and Continuing Education.
Spons Agency-Michigan State Dept. of Education, Lansing.; Office of Vocational and Adult Education (ED), Washington, D.C.
Pub Date [81]
Note-183p.
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Adult Development; *Adult Education; Adult Educators; *Adult Learning; Adult Programs; *Adult Students; Cognitive Processes; *Inservice Teacher Education; Leaders Guides; Learning Modules; Learning Processes; Learning Theories; Lifelong Learning; Needs Assessment; Postsecondary Education; Student Needs; *Teaching Methods; *Workshops
Identifiers-*Andragogy

This learning packet consists of a leader's guide and handout materials, for conducting inservice workshops on adult learning for adult educators. Twelve modules are included in the binder. Each of these modules is a separate workshop training activity, most of which will take no more than one hour to conduct. Each of the modules includes a complete leader's guide which follows a systematic format: a statement of purpose, time required, an overview of the entire module, the objectives that are proposed for the activity, equipment and supplies needed, optional modes or ways to present the materials, and specific steps to be followed in presenting the workshop. Modules also contain worksheets, handouts, note taking guides, or transparencies that can be duplicated and handed out. In some modules there are also master sheets or keys to worksheets or transparencies. Topics covered by the modules include how we learn; sharing responsibility; finding out more about learner needs; helping the adult learner establish/clarify objectives; learning from others; levels of teaching; personalizing learning; leading group discussions; improving group interaction through questioning techniques; evaluation; and helping adults become lifelong learners. (KC)

ED213825 CE031379

Munley, Rachel L.

Health Careers Exploration for the Handicapped. A Guide for Counselors and Teachers.

North Carolina State Univ., Raleigh. School of Education.
Spons Agency-Office of Special Education (ED), Washington, D.C.
Pub Date 81
Grant-451-CH-00631
Note-71p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Career Education; *Career Exploration; *Career Guidance; Clerical Occupations; *Disabilities; *Employment Qualifications; Guidelines; *Health Occupations; Health Personnel; Job Skills; *Occupational Information; Paraprofessional Personnel; Secondary Education; Vocational Aptitude
Identifiers-North Carolina

This manual provides guidelines for teachers of career exploration and for guidance counselors to help assist the handicapped student in making a realistic selection of jobs or occupations in the health arena. It contains descriptive information about 49 jobs and occupations in the health field. Selection has been limited to those jobs and occupations that require two years or less as minimum entry level preparation necessary for employment. The Dictionary of Occupational Titles was used to identify selected jobs and occupations in the health field. The job demands are described and the core physical and intellectual requirements are broadly specified as a beginning point in occupational selection for the handicapped. Information about worker functions, interests, preferences, aptitude, and preparation is given for each job or occupation. The general functions of the workers are found in the job descriptions and further clues to expectations are noted in the interest/preference/temperament and aptitude category. In addition, the guide provides definitions of handicapping conditions and suggestions for counseling handicapped students about health care occupational choices. (KC)

ED213826 CE031408

Moore, Colleen A.

P. W. Litchfield and Early Corporate Education at the Goodyear Tire and Rubber Company.

Pub Date Mar 82
Note-36p.; Paper presented at the American Educational Research Association National Convention (New York, NY, March 22, 1982).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Educational History; *Industrial Education; Industrialization; *Industrial Training; *Inplant Programs; Job Training; Labor Education; Outcomes of Education; Postsecondary Education; Productivity; *Program Effectiveness; Secondary Education; Vocational Education
Identifiers-*Goodyear Tire and Rubber Company

Mass production, introduced into the factories of the United States in the early 1900s, required workers who were trained to be cooperative, loyal to the company, and possessed specific job skills to operate the machinery. To produce these workers, American corporations turned away from the educational programs of the public schools, and began to create their own industrial training programs. One of the most successful of these programs was the corporate educational program begun by P. W. Litchfield at the Goodyear Tire and Rubber Company in 1913. Litchfield's solution was the "Flying Squadron" training program. From this base, the corporate educational program expanded and, by the 1920s, was called the Goodyear Industrial Training Program. The formal educational program was offered through the Goodyear Industrial University, an on-site factory-sponsored educational institution. By the 1930s, this program had grown and become recognized as one of the largest of the industrial educational programs in the United States. Lists of the successful placement and promotion of squadron men in books about the era point out how very successful the corporate educational policies and programs at Goodyear were in selecting, training, and keeping men in the organization and drawing on their talents to keep the organization a unified one. Education at Goodyear continues today and the "Squadron" idea is still in use, but the ideal of corporate education as advanced by P. W. Litchfield faded after the 1930s because of declining economic conditions, union demands, and competition by the public schools. Today's training programs are specifically job-related rather than aiming at the general education of the workers. (KC)

ED213827 CE031450

Hull, Daniel M.; And Others

Development of Safety and Health Instructional Materials. Final Report.

Center for Occupational Research and Development, Inc., Waco, Tex.
Spons Agency-Office of Vocational and Adult Education (ED). Washington, DC. Div. of National Vocational Programs.
Pub Date Jan 82
Contract No-300-79-0709
Note-53p.; For related documents see CE 031 451-507.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Agribusiness; Agricultural Education; Allied Health Occupations Education; Business Education; Distributive Education; *Health Education; Home Economics Education; *Instructional Materials; *Learning Modules; Marketing; *Material Development; Office Occupations Education; Program Design; Program Development; Program Evaluation; *Safety Education; Technical Education; Trade and Industrial Education; *Vocational Education; Workshops
Identifiers-*Occupational Safety and Health

This report describes a project conducted to design, develop, and disseminate modular instructional materials needed for infusing safety and health instruction into pre-employment vocational training curricula. Training needs were identified and specific content areas determined. Content areas were agriculture and agribusiness education, allied health education, business and office education, marketing and distributive education, technical education, trade and industrial education, and vocational home economics education. Existing materials were located and evaluated for suitability for this program. Topics, content, objectives, and outlines for materials needed were determined. Fifty instructional modules were developed, evaluated, and revised. Seven instructor resource guides were prepared to provide assistance in selection and implementation of training in specific safety and health areas. Limited visibility and disseminiation activities, including six regional workshops, were conducted to create an awareness of the developed instructional materials and networks to assist in stimulating an interest in the use of the materials in vocational training. (Appended materials include a list of the members of the National Advisory Committee for Occupational Safety and Health in Vocational Education, a listing of the 50 module titles, module format and author guide, list of module and instructor resource guide reviewers, and a typical agenda for the diffusion workshops.) (CT)

ED213828 CE031451

Safety and Health for Agriculture and Agribusiness Operations. An Instructor Resource Guide.

Center for Occupational Research and Development, Inc., Waco, Tex.

Spons Agency-Office of Vocational and Adult Education (ED). Washington, DC. Div. of National Vocational Programs.

Pub Date Oct 81

Contract No-300-79-0709

Note-38p.; Appendix B removed to avoid duplication--see CE 031 472. For related documents see CE 031 450-507.

Available from-The Center for Occupational Research and Development, 601 Lake Air Dr., Suite C, Waco, TX 76710 (Instructor Guides, $9.75 each; Learning Modules, $3.00 each. Entire set of Learning Modules available as two subsets: SH-41, SH-43, SH-45, and SH-48, $12.00; remaining 45 modules, $97.50).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Agribusiness; *Agricultural Education; Agricultural Occupations; Certification; *Health Education; Hearing Impairments; Integrated Curriculum; *Learning Modules; Occupational Clusters; Physical Disabilities; Postsecondary Education; Program Content; Program Design; *Safety Education; Secondary Education; *Teaching Methods; Visual Impairments; Vocational Education

Identifiers-*Occupational Safety and Health; Special Needs Students

This instructor's resource guide is designed to accompany the student modules in the occupational subject area of agriculture/agribusiness. The guide defines safety and health training needs in the various occupations; describes the modules and their use; and encourages instructors to consider the safety and health needs of all students. In Section I some common safety and health problems in the occupational area of agriculture/agribusiness are cited. Section II provides the instructor with a short narrative of the content of each related student module. The third section identifies the basic components (introduction, objectives, subject matter, activities, references) of the 50 student modules in this program and describes the function of each of the various parts. Followup activities and module format are also described, and presentation approaches are suggested. In Section IV, a brief summary of some of the considerations of special-needs students is given. The final section concerns student certification procedures. Appended is a list of the 50 module titles. (CT)

ED213829 CE031452

Safety and Health for Marketing and Distributive Education. An Instructor Resource Guide.

Center for Occupational Research and Development, Inc., Waco, Tex.
Spons Agency-Office of Vocational and Adult Education (ED). Washington, DC. Div. of National Vocational Programs.
Pub Date Oct 81
Contract No-300-79-0709
Note-35p.; Appendix B removed to avoid duplication--see CE 031 476. For related documents see CE 031 450-507.
Available from-The Center for Occupational Research and Development, 601 Lake Air Dr., Suite C, Waco, TX 76710 (Instructor Guides, $9.75 each; Learning Modules, $3.00 each. Entire set of Learning Modules available as two subsets: SH-21, SH-41, SH-43, SH-45, and SH-48, $12.00; remaining 45 modules, $97.50).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Certification; *Distributive Education; *Health Education; Hearing Impairments; Integrated Curriculum; *Learning Modules; *Marketing; Occupational Clusters; Physical Disabilities; Postsecondary Education; Program Content; Program Design; *Safety Education; Secondary Education; *Teaching Methods; Visual Impairments; Vocational Education
Identifiers-*Occupational Safety and Health; Special Needs Students

This instructor's resource guide is designed to accompany the student modules in the occupational subject area of marketing and distributive education. The guide defines safety and health training needs in the various occupations; describes the modules and their use; and encourages instructors to consider the safety and health needs of all students. In Section I some common safety and health problems in the occupational area of marketing and distributive education are cited. Section II provides the instructor with a short narrative of the content of each related student module. The third section identifies the basic components (introduction, objectives, subject matter, activities, references) of the 50 student modules in this program and describes the function of each of the various parts. Followup activities and module format are also described, and presentation approaches are suggested. In Section IV, a brief summary of some of the considerations of special-needs students is given. The final section concerns student certification procedures. Appended is a list of the 50 module titles. (CT)

ED213830 CE031453

Safety and Health for Allied Health Occupations. An Instructor Resource Guide.

Center for Occupational Research and Development, Inc., Waco, Tex.

Spons Agency-Office of Vocational and Adult Education (ED). Washington, DC. Div. of National Vocational Programs.

Pub Date Oct 81

Contract No-300-79-0709

Note-33p.; Appendix B removed to avoid duplication--see CE 031 469. For related documents see CE 031 450-507.

Available from-The Center for Occupational Research and Development. 601 Lake Air Dr., Suite C, Waco, TX 76710 (Instructor Guides, $9.75 each; Learning Modules, $3.00 each. Entire set of Learning Modules available as two subsets: SH-21, SH-41, SH-43, SH-45, and SH-48, $12.00; remaining 45 modules, $97.50).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Allied Health Occupations Education; Certification; *Health Education; Hearing Impairments; Integrated Curriculum; *Learning Modules; Occupational Clusters; Physical Disabilities; Postsecondary Education; Program Content; Program Design; *Safety Education; Secondary Education; *Teaching Methods; Visual Impairments; Vocational Education

Identifiers-*Occupational Safety and Health; Special Needs Students

This instructor's resource guide is designed to accompany the student modules in the occupational subject area of allied health education. The guide defines safety and health training needs in the various occupations; describes the modules and their use; and encourages instructors to consider the safety and health needs of all students. In Section I some common safety and health problems in the occupational area of allied health education are cited. Section II provides the instructor with a short narrative of the content of each related student module. The third section identifies the basic components (introduction, objectives, subject matter, activities, references) of the 50 student modules in this program and describes the function of each of the various parts. Followup activities and module format are also described, and presentation approaches are suggested. In Section IV, a brief summary of some of the considerations of special-needs students is given. The final section concerns student certification procedures. Appended is a list of the 50 module titles. (CT)

ED213831 CE031454

Safety and Health for Business and Office Education. An Instructor Resource Guide.
Center for Occupational Research and Development, Inc., Waco, Tex.
Spons Agency-Office of Vocational and Adult Education (ED). Washington, DC. Div. of National Vocational Programs.
Pub Date Oct 81
Contract No-300-79-0709
Note-34p.; Appendix B was removed to avoid duplication--see CE 031 468. For related documents see CE 031 450-507.
Available from-The Center for Occupational Research and Development, 601 Lake Air Dr., Suite C, Waco, TX 76710 (Instructor Guides, $9.75 each; Learning Modules, $3.00 each. Entire set of Learning Modules available as two subsets: SH-21, SH-41, SH-43, SH-45, and SH-48, $12.00; remaining 45 modules, $97.50).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Business Education; Certification; *Health Education; Hearing Impairments; Integrated Curriculum; *Learning Modules; Occupational Clusters; *Office Occupations Education; Physical Disabilities; Postsecondary Education; Program Content; Program Design; *Safety Education; Secondary Education; *Teaching Methods; Visual Impairments; Vocational Education
Identifiers-*Occupational Safety and Health; Special Needs Students
This instructor's resource guide is designed to accompany the student modules in the occupational subject area of business and office education. The guide defines safety and health training needs in the various occupations; describes the modules and their use; and encourages instructors to consider the safety and health needs of all students. In Section I some safety and health problems in the occupational area of business and office education are cited. Section II provides the instructor with a short narrative of the content of each related student module. The third section identifies the basic components (introduction, objectives, subject matter, activities, references) of the 50 student modules in this program and describes the function of each of the various parts. Followup activities and module format are also described, and presentation approaches are suggested. In Section IV, a brief summary of some of the considerations of special-needs students is given. The final section concerns student certification procedures. Appended is a list of the 50 module titles. (CT)

ED213832 CE031455

Safety and Health for Vocational Home Economics Education. An Instructor Resource Guide.

Center for Occupational Research and Development, Inc., Waco, Tex.

Spons Agency-Office of Vocational and Adult Education (ED). Washington, DC. Div. of National Vocational Programs.

Pub Date Oct 81

Contract No-300-79-0709

Note-28p.; Appendix B removed to avoid duplication--see CE 031 470. For related documents see CE 031 450-507.

Available from-The Center for Occupational Research and Development, 601 Lake Air Dr., Suite C, Waco, TX 76710 (Instructor Guides, $9.75 each; Learning Modules, $3.00 each. Entire set of Learning Modules available as two subsets: SH-21, SH-41, SH-43, SH-45, and SH-48, $12.00; remaining 45 modules, $97.50).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Certification; *Health Education; Hearing Impairments; *Home Economics; *Home Economics Education; Homemaking Skills; Integrated Curriculum; *Learning Modules; Occupational Clusters; Occupational Home Economics; Physical Disabilities; Postsecondary Education; Program Content; Program Design; *Safety Education; Secondary Education; *Teaching Methods; Visual Impairments; Vocational Education

Identifiers-*Occupational Safety and Health; Special Needs Students

This instructor's resource guide is designed to accompany the student modules in the occupational subject area of vocational home economics education. The guide defines safety and health training needs in the various occupations; describes the modules and their use; and encourages instructors to consider the safety and health needs of all students. In Section I some common safety and health problems in the occupational area of vocational home economics education are cited. Section II provides the instructor with a short narrative of the content of each related student module. The third section identifies the basic components (introduction, objectives, subject matter, activities, references) of the 50 student modules in this program and describes the function of each of the various parts. Followup activities and module format are also described, and presentation approaches are suggested. In Section IV, a brief summary of some of the considerations of special-needs students is given. The final section concerns student certification procedures. Appended is a list of the 50 module titles. (CT)

ED213833 CE031456

Safety and Health for Technical Education. An Instructor Resource Guide.
Center for Occupational Research and Development, Inc., Waco, Tex.
Spons Agency-Office of Vocational and Adult Education (ED). Washington, DC. Div. of National Vocational Programs.
Pub Date Oct 81
Contract No-300-79-0709
Note-34p.; Appendix B removed to avoid duplication--see CE 031 492. For related documents see CE 031 450-507.
Available from-The Center for Occupational Research and Development, 601 Lake Air Dr., Suite C, Waco, TX 76710 (Instructor Guides, $9.75 each; Learning Modules, $3.00 each. Entire set of Learning Modules available as two subsets: SH-21, SH-41, SH-43, SH-45, and SH-48, $12.00; remaining 45 modules, $97.50).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Certification; *Health Education; Hearing Impairments; Integrated Curriculum; *Learning Modules; Occupational Clusters; Physical Disabilities; Postsecondary Education; Program Content; Program Design; *Safety Education; Secondary Education; *Teaching Methods; *Technical Education; Visual Impairments; Vocational Education
Identifiers-*Occupational Safety and Health; Special Needs Students

This instructor's resource guide is designed to accompany the student modules in the occupational subject area of technical education. The guide defines safety and health training needs in the various occupations; describes the modules and their use; and encourages instructors to consider the safety and health needs of all students. In Section I some common safety and health problems in the occupational area of technical education are cited. Section II provides the instructor with a short narrative of the content of each related student module. The third section identifies the basic components (introduction, objectives, subject matter, activities, references) of the 50 student modules in this program and describes the function of each of the various parts. Followup activities and module format are also described, and presentation approaches are suggested. In Section IV, a brief summary of some of the considerations of special-needs students is given. The final section concerns student certification procedures. Appended is a list of the 50 module titles. (CT)

ED213834 CE031457

Safety and Health for Trade and Industrial Education. An Instructor Resource Guide.

Center for Occupational Research and Development, Inc., Waco, Tex.

Spons Agency-Office of Vocational and Adult Education (ED). Washington, DC. Div. of National Vocational Programs.

Pub Date Oct 81

Contract No-300-79-0709

Note-54p.; Appendix B removed to avoid duplication--see CE 031 479. For related documents see CE 031 450-507.

Available from-The Center for Occupational Research and Development, 601 Lake Air Dr., Suite C, Waco, TX 76710 (Instructor Guides, $9.75 each; Learning Modules, $3.00 each. Entire set of Learning Modules available as two subsets: SH1, SH-41, SH-43, SH-45, and SH-48, $12.00; remaining 45 modules, $97.50).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Certification; *Health Education; Hearing Impairments; Integrated Curriculum; *Learning Modules; Occupational Clusters; Physical Disabilities; Postsecondary Education; Program Content; Program Design; *Safety Education; Secondary Education; *Teaching Methods; *Trade and Industrial Education; Visual Impairments; Vocational Education

Identifiers-*Occupational Safety and Health; Special Needs Students

This instructor's resource guide is designed to accompany the student modules in the occupational subject area of trade and industrial education. The guide defines safety and health training needs in the various occupations; describes the modules and their use; and encourages instructors to consider the safety and health needs of all students. In Section I some common safety and health problems in the occupational area of trade and industrial education are cited. Section II provides the instructor with a short narrative of the content of each related student module. The third section identifies the basic components (introduction, objectives, subject matter, activities, references) of the 50 student modules in this program and describes the function of each of the various parts. Followup activities and module format are also described, and presentation approaches are suggested. In Section IV, a brief summary of some of the considerations of special-needs students is given. The final section concerns student certification procedures. Appended is a list of the 50 module titles. (CT)

ED213835 CE031458

Materials Handling. Module SH-01. Safety and Health.
Center for Occupational Research and Development, Inc., Waco, Tex.
Spons Agency-Office of Vocational and Adult Education (ED). Washington, DC. Div. of National Vocational Programs.
Pub Date 81
Contract No-300-79-0709
Note-36p.; For related documents see CE 031 450-507.
Available from-The Center for Occupational Research and Development, 601 Lake Air Dr., Suite C, Waco, TX 76710 (Instructor Guides, $9.75 each; Learning Modules, $3.00 each. Entire set of Learning Modules available as two subsets: SH-21, SH-41, SH-43, SH-45, and SH-48, $12.00; remaining 45 modules, $97.50).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Behavioral Objectives; *Health Education; *Learning Activities; Learning Modules; Postsecondary Education; *Safety Education; Secondary Education; *Vocational Education
Identifiers-*Materials Handling; *Occupational Safety and Health

This student module on materials handling is one of 50 modules concerned with job safety and health. It presents the procedures for safe materials handling. Discussed are manual handling methods (lifting and carrying by hand) and mechanical lifting (lifting by powered trucks, cranes or conveyors). Following the introduction, 15 objectives (each keyed to a page in the text) the student is expected to accomplish are listed (e.g., Name four cause of wire rope deterioration). Then each objective is taught in detail, sometimes accompanied by illustrations. Learning activities are included. A list of references and answers to learning activities complete the module. (CT)

ED213836 CE031459

The Role of OSHA in Safety and Health. Module SH-02. Safety and Health.
Center for Occupational Research and Development, Inc., Waco, Tex.
Spons Agency-Office of Vocational and Adult Education (ED). Washington, DC. Div. of National Vocational Programs.
Pub Date 81
Contract No-300-79-0709
Note-40p.; For related documents see CE 031 450-507.
Available from-The Center for Occupational Research and Development, 601 Lake Air Dr., Suite C, Waco, TX 76710 (Instructor Guides, $9.75 each; Learning Modules, $3.00 each. Entire set of Learning Modules available as two subsets: SH-21, SH-41, SH-43, SH-45, and SH-48, $12.00; remaining 45 modules, $97.50).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Behavioral Objectives; Employee Responsibility; Employer Attitudes; Federal Legislation; Federal Regulation; *Health Education; *Learning Activities; Learning Modules; Postsecondary Education; *Safety Education; Secondary Education; *Vocational Education
Identifiers-*Occupational Safety and Health Act 1970; Occupational Safety and Health Administration

This student module on the role of OSHA (Occupational Safety and Health Act) in Safety and Health is one of 50 modules concerned with job safety and health. This module looks at the OSHA Act, its aims, and the rights and responsibilities of employers and workers under the Act. Following the introduction, 16 objectives (each keyed to a page in the text) the student is expected to accomplish are listed (e.g., Name three functions of OSHA.) Then each objective is taught in detail, somtimes accompanied by illustrations. Learning activities are included. A list of references and answers to learning activities complete the module. (CT)

ED213837 CE031460

Fundamentals of Electrical Safety. Module SH-03. Safety and Health.
Center for Occupational Research and Development, Inc., Waco, Tex.
Spons Agency-Office of Vocational and Adult Education (ED). Washington, DC. Div. of National Vocational Programs.
Pub Date 81
Contract No-300-79-0709
Note-36p.; For related documents see CE 031 450-507.
Available from-The Center for Occupational Research and Development, 601 Lake Air Dr., Suite C, Waco, TX 76710 (Instructor Guides, $9.75 each; Learning Modules, $3.00 each. Entire set of Learning Modules available as two subsets: SH-21, SH-41, SH-43, SH-45, and SH-48, $12.00; remaining 45 modules, $97.50).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Behavioral Objectives; *Electricity; *Health Education; *Learning Activities; Learning Modules; Postsecondary Education; *Safety Education; Secondary Education; *Vocational Education
Identifiers-*Hazards; *Occupational Safety and Health
This student module on fundamentals of electrical safety is one of 50 modules concerned with job safety and health. This module describes electricity and how it can affect the human body. Following the introduction, nine objectives (each keyed to a page in the text) the student is expected to accomplish are listed (e.g., Name five common electrical hazards). Then each objective is taught in detail, sometimes accompanied by illustrations. Learning activities are included. A list of references and answers to learning activities complete the module. (CT)

ED213838 CE031461

First Response to Medical Emergencies. Module SH-04. Safety and Health.
Center for Occupational Research and Development, Inc., Waco, Tex.
Spons Agency-Office of Vocational and Adult Education (ED). Washington, DC. Div. of National Vocational Programs.
Pub Date 81
Contract No-300-79-0709
Note-38p.; For related documents see CE 031 450-507.
Available from-The Center for Occupational Research and Development, 601 Lake Air Dr., Suite C, Waco, TX 76710 (Instructor Guides, $9.75 each; Learning Modules, $3.00 each. Entire set of Learning Modules available as two subsets: SH-21, SH-41, SH-43, SH-45, and SH-48, $12.00; remaining 45 modules, $97.50).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Accidents; Behavioral Objectives; *First Aid; *Health Education; Injuries; *Learning Activities; Learning Modules; Postsecondary Education; Rescue; *Safety Education; Secondary Education; *Vocational Education
Identifiers-*Occupational Safety and Health

This student module on first response to medical emergencies is one of 50 modules concerned with job safety and health. This module presents some common medical emergency situations and the recommended responses to them. Following the introduction, 19 objectives (each keyed to a page in the text) the student is expected to accomplish are listed (e.g., State the procedure for helping a choking victim). Then each objective is taught in detail, sometimes accompanied by illustrations. Learning activities are included. A list of references and answers to learning activities complete the module. (CT)

ED213839 CE031462

Fire Prevention and Emergency Procedures. Module SH-05. Safety and Health.

Center for Occupational Research and Development, Inc., Waco, Tex.

Spons Agency-Office of Vocational and Adult Education (ED). Washington, DC. Div. of National Vocational Programs.
Pub Date 81
Contract No-300-79-0709
Note-30p.; For related documents see CE 031 450-507.
Available from-The Center for Occupational Research and Development, 601 Lake Air Dr., Suite C, Waco, TX 76710 (Instructor Guides, $9.75 each; Learning Modules, $3.00 each. Entire set of Learning Modules available as two subsets: SH-21, SH-41, SH-43, SH-45, and SH-48, $12.00; remaining 45 modules, $97.50).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Accident Prevention; Behavioral Objectives; Chemical Reactions; *Emergency Programs; *Fire Protection; *Health Education; *Learning Activities; Learning Modules; Postsecondary Education; *Safety Education; Secondary Education; *Vocational Education
Identifiers-*Occupational Safety and Health

This student module on fire prevention and emergency procedures is one of 50 modules concerned with job safety and health. This module discusses the chemistry of fire and the methods for extinguishment, along with the steps necessary for emergency action. Following the introduction, 10 objectives (each keyed to a page in the text) the student is expected to accomplish are listed (e.g., List the basic requirements for an emergency action plan). Then each objective is taught in detail, sometimes accompanied by illustrations. Learning activities are included. A list of references and answers to learning activities complete the module. (CT)

ED213840 CE031463

Walking and Working Surfaces. Module SH-06. Safety and Health.
Center for Occupational Research and Development, Inc., Waco, Tex.
Spons Agency-Office of Vocational and Adult Education (ED). Washington, DC. Div. of National Vocational Programs.
Pub Date 81
Contract No-300-79-0709
Note-26p.; For related documents see CE 031 450-507.
Available from-The Center for Occupational Research and Development, 601 Lake Air Dr., Suite C, Waco, TX 76710 (Instructor Guides, $9.75 each; Learning Modules, $3.00 each. Entire set of Learning Modules available as two subsets: SH-21, SH-41, SH-43, SH-45, and SH-48, $12.00; remaining 45 modules, $97.50).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Behavioral Objectives; Flooring; *Health Education; *Learning Activities; Learning Modules; Postsecondary Education; *Safety Education; Secondary Education; *Structural Elements (Construction); *Vocational Education
Identifiers-*Occupational Safety and Health

This student module on walking and working surfaces is one of 50 modules concerned with job safety and health. This module describes safety requirements for floors, stairways, ladders, and scaffolds, as well as OSHA standards for the construction, use, and maintenance of each of these. Following the introduction, nine objectives (each keyed to a page in the text) the student is expected to accomplish are listed (e.g., List two signs of an overloaded floor). Then each objective is taught in detail, sometimes accompanied by illustrations. Learning activities are included. A list of references and answers to learning activities complete the module. (CT)

ED213841 CE031464

Safety Signs, Tags, and Color Codes. Module SH-07. Safety and Health.
Center for Occupational Research and Development, Inc., Waco, Tex.
Spons Agency-Office of Vocational and Adult Education (ED). Washington, DC. Div. of National Vocational Programs.
Pub Date 81
Contract No-300-79-0709
Note-24p.; For related documents see CE 031 450-507.
Available from-The Center for Occupational Research and Development, 601 Lake Air Dr., Suite C, Waco, TX 76710 (Instructor Guides, $9.75 each; Learning Modules, $3.00 each. Entire set of Learning Modules available as two subsets: SH-21, SH-41, SH-43, SH-45, and SH-48, $12.00; remaining 45 modules, $97.50).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Behavioral Objectives; *Health Education; *Learning Activities; Learning Modules; Postsecondary Education; *Safety Education; *Safety Equipment; Secondary Education; *Signs; *Vocational Education
Identifiers-*Occupational Safety and Health

This student module on safety signs, tags, and color codes is one of 50 modules concerned with job safety and health. This module discusses the design and use of safety signs, labels, and tags, and the standards that exist to ensure their uniform appearance. Following the introduction, six objectives (each keyed to a page in the text) the student is expected to accomplish are listed (e.g., Identify the meanings and uses of various safety colors). Then each objective is taught in detail, sometimes accompanied by illustrations. Learning activities are included. A list of references and answers to learning activities complete the module. (CT)

ED213842 CE031465

Recognizing Job Health Hazards. Module SH-08. Safety and Health.
Center for Occupational Research and Development, Inc., Waco, Tex.
Spons Agency-Office of Vocational and Adult Education (ED). Washington, DC. Div. of National Vocational Programs.
Pub Date 81
Contract No-300-79-0709
Note-49p.; For related documents see CE 031 450-507.
Available from-The Center for Occupational Research and Development, 601 Lake Air Dr., Suite C, Waco, TX 76710 (Instructor Guides, $9.75 each; Learning Modules, $3.00 each Entire set of Learning Modules available as two subsets: SH-21, SH-41, SH-43, SH-45, and SH-48, $12.00; remaining 45 modules, $97.50).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Behavioral Objectives; Biological Influences; Chemical Reactions; *Environmental Influences; *Health Education; Human Factors Engineering; *Learning Activities; Learning Modules; Physical Environment; Postsecondary Education; *Safety Education; Secondary Education; *Vocational Education
Identifiers-*Occupational Safety and Health

This student module on recognizing job health hazards is one of 50 modules concerned with job safety and health. This module presents the four general categories of environmental conditions or stresses: chemical, physical, biological, and ergonomic. Following the introduction, 14 objectives (each keyed to a page in the text) the student is expected to accomplish are listed (e.g., Identify four biological health hazards). Then each objective is taught in detail, sometimes accompanied by illustrations. Learning activities are included. A list of references and answers to learning activities complete the module. (CT)

ED213843 CE031466

Recognizing Job Safety Hazards. Module SH-09. Safety and Health.
Center for Occupational Research and Development, Inc., Waco, Tex.
Spons Agency-Office of Vocational and Adult Education (ED). Washington, DC. Div. of National Vocational Programs.
Pub Date 81
Contract No-300-79-0709
Note-35p.; For related documents see CE 031 450-507.
Available from-The Center for Occupational Research and Development, 601 Lake Air Dr., Suite C, Waco, TX 76710 (Instructor Guides, $9.75 each; Learning Modules, $3.00 each. Entire set of Learning Modules available as two subsets: SH-21, SH-41, SH-43, SH-45, and SH-48, $12.00; remaining 45 modules, $97.50).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Accident Prevention; Behavioral Objectives; *Employee Responsibility; Fire Protection; *Health Education; *Learning Activities; Learning Modules; Postsecondary Education; Safety; *Safety Education; Secondary Education; *Vocational Education
Identifiers-*Occupational Safety and Health

This student module on recognizing job safety hazards is one of 50 modules concerned with job safety and health. This module details employee and employer responsibilities in correcting and monitoring safety hazards. Following the introduction, 10 objectives (each keyed to a page in the text) the student is expected to accomplish are listed (e.g., Cite and describe at least five common fire hazards). Then each objective is taught in detail, sometimes accompanied by illustrations. Learning activities are included. A list of references and answers to learning activities complete the module. (CT)

ED213844 CE031467

Structural Egress and Emergency Procedures. Module SH-10. Safety and Health.
Center for Occupational Research and Development, Inc., Waco, Tex.
Spons Agency-Office of Vocational and Adult Education (ED). Washington, DC. Div. of National Vocational Programs.
Pub Date 81
Contract No-300-79-0709
Note-19p.; For related documents see CE 031 450-507.
Available from-The Center for Occupational Research and Development, 601 Lake Air Dr., Suite C, Waco, TX 76710 (Instructor Guides, $9.75 each; Learning Modules, $3.00 each. Entire set of Learning Modules available as two subsets: SH-21, SH-41, SH-43, SH-45, and SH-48, $12.00; remaining 45 modules, $97.50).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Alarm Systems; Behavioral Objectives; *Emergency Programs; *Health Education; *Learning Activities; Learning Modules; Postsecondary Education; *Safety Education; Secondary Education; *Vocational Education
Identifiers-*Emergency Evacuations; *Occupational Safety and Health

This student module on structural egress and emergency procedures is one of 50 modules concerned with job safety and health. This module gives an insight into the kind of structural conditions that must exist for emergency evacuation to be swift and efficient. Following the introduction, eight objectives (each keyed to a page in the text) the student is expected to accomplish are listed (e.g., Describe the features of a good employee alarm system). Then each objective is taught in detail, sometimes accompanied by illustrations. Learning activities are included. A list of references and answers to learning activities complete the module. (CT)

ED213845 CE031468

Business and Office Safety. Module SH-11. Safety and Health.
Center for Occupational Research and Development, Inc., Waco, Tex.
Spons Agency-Office of Vocational and Adult Education (ED). Washington, DC. Div. of National Vocational Programs.
Pub Date 81
Contract No-300-79-0709
Note-24p.; For related documents see CE 031 450-507.
Available from-The Center for Occupational Research and Development, 601 Lake Air Dr., Suite C, Waco, TX 76710 (Instructor Guides, $9.75 each; Learning Modules, $3.00 each. Entire set of Learning Modules available as two subsets: SH-21, SH-41, SH-43, SH-45, and SH-48, $12.00; remaining 45 modules, $97.50).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Behavioral Objectives; Equipment Utilization; Facility Improvement; *Health Education; *Learning Activities; Learning Modules; *Offices (Facilities); Postsecondary Education; *Safety Education; Secondary Education; *Vocational Education
Identifiers-*Occupational Safety and Health

This student module on business and office safety is one of 50 modules concerned with job safety and health. This module suggests safety rules and practices that can, that would categorize the small number of employers to be health to business and office workers. Following the introduction, 16 objectives (each keyed to a page in the text) the student is expected to accomplish are listed (e.g., Name four fire hazards found in offices). Then each objective is taught in detail, sometimes accompanied by illustrations. Learning activities are included. A list of references and answers to learning Innovations Model." Although the survey response rates were

ED213846 CE031469

Personal Protective Equipment. Module SH-12. Safety and Health.
Center for Occupational Research and Development, Inc., Waco, Tex.
Spons Agency-Office of Vocational and Adult Education (ED). Washington, DC. Div. of National Vocational Programs.
Pub Date 81
Contract No-300-79-0709
Note-46p.; For related documents see CE 031 450-507..
Available from-The Center for Occupational Research and Development, 601 Lake Air Dr., Suite C, Waco, TX 76710 (Instructor Guides, $9.75 each; Learning Modules, $3.00 each. Entire set of Learning Modules available as two subsets: SH-21, SH-41, SH-43, SH-45, and SH-48, $12.00; remaining 45 modules, $97.50).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Behavioral Objectives; Equipment Standards; Equipment Utilization; *Health Education; *Learning Activities; Learning Modules; Postsecondary Education; Safety; *Safety Education; *Safety Equipment; Secondary Education; *Vocational Education
Identifiers-*Occupational Safety and Health

This student module on personal protective equipment is one of 50 modules concerned with job safety and health. This module explains the need for personal protective equipment, how it is selected, and the way in which the equipment is supposed to work. Following the introduction, 13 objectives (each keyed to a page in the text) the student is expected to accomplish are listed (e.g., List the types and uses of safety shores). Then each objective is taught in detail, sometimes accompanied by illustrations. Learning activities are included. A list of references and answers to learning activities complete the module. (CT)

ED213847 CE031470

Industrial Sanitation and Personal Facilities. Module SH-13. Safety and Health.

Center for Occupational Research and Development, Inc., Waco, Tex.
Spons Agency-Office of Vocational and Adult Education (ED). Washington, DC. Div. of National Vocational Programs.

Pub Date 81
Contract No-300-79-0709
Note-40p.; For related documents see CE 031 450-507.
Available from-The Center for Occupational Research and Development, 601 Lake Air Dr., Suite C, Waco, TX 76710 (Instructor Guides, $9.75 each; Learning Modules, $3.00 each. Entire set of Learning Modules available as two subsets: SH-21, SH-41, SH-43, SH-45, and SH-48, $12.00; remaining 45 modules, $97.50).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Behavioral Objectives; Disease Control; Equipment Utilization; Food Handling Facilities; Health Conditions; *Health Education; *Learning Activities; Learning Modules; Postsecondary Education; *Safety Education; *Sanitary Facilities; Sanitation; Secondary Education; Toilet Facilities; *Vocational Education; Waste Disposal; Water Pollution
Identifiers-*Occupational Safety and Health

This student module on industrial sanitation and personal facilities is one of 50 modules concerned with job safety and health. This module deals wth many facets of industrial sanitation and the facilities industries should provide so that proper health procedures may be followed. Following the introduction, 14 objectives (each keyed to a page in the text) the student is expected to accomplish are listed (e.g., Identify two methods of water purification). Then each objective is taught in detail, sometimes accompanied by illustrations. Learning activities are included. A list of references and answers to learning activities complete the module. (CT)

ED213848 CE031471

Using Ropes, Chains and Slings Safely. Module SH-14. Safety and Health
Center for Occupational Research and Development, Inc., Waco, Tex.
Spons Agency-Office of Vocational and Adult Education (ED). Washington, DC. Div. of National Vocational Programs.
Pub Date 81
Contract No-300-79-0709
Note-50p.; For related documents see CE 031 450-507.
Available from-The Center for Occupational Research and Development, 601 Lake Air Dr., Suite C, Waco, TX 76710 (Instructor Guides, $9.75 each; Learning Modules, $3.00 each. Entire set of Learning Modules available as two subsets: SH-21, SH-41, SH-43, SH-45, and SH-48, $12.00; remaining 45 modules, $97.50).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Behavioral Objectives; Equipment Maintenance; Equipment Storage; *Equipment Utilization; *Health Education; *Learning Activities; Learning Modules; Postsecondary Education; *Safety Education; Secondary Education; *Vocational Education
Identifiers-Chains (Mechanics); Occupational Safety and Health; *Ropes; *Slings (Equipment)

This student module on using ropes, chains, and slings safely is one of 50 modules concerned with job safety and health. This module covers ropes (types, use, deterioration); slings (mesh and metal); chains; and safe storage and handling techniques for each. Following the introduction, 18 objectives (each keyed to a page in the text) the student is expected to accomplish are listed (e.g., Discuss four advantages of using wire rope). Then each objective is taught in detail, sometimes accompanied by illustrations. Learning activities are included. A list of references and answers to learning activities complete the module. (CT)

ED213849 CE031472

Agribusiness Safety. Module SH-15. Safety and Health.
Center for Occupational Research and Development, Inc., Waco, Tex.
Spons Agency-Office of Vocational and Adult Education (ED). Washington, DC. Div. of National Vocational Programs.
Pub Date 81
Contract No-300-79-0709
Note-42p.; For related documents see CE 031 450-507.
Available from-The Center for Occupational Research and Development, 601 Lake Air Dr., Suite C, Waco, TX 76710 (Instructor Guides, $9.75 each; Learning Modules, $3.00 each. Entire set of Learning Modules available as two subsets: SH-21, SH-41, SH-43, SH-45, and SH-48, $12.00; remaining 45 modules, $97.50).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Agribusiness; Behavioral Objectives; Electricity; Emergency Programs; Equipment Utilization; Fire Protection; *Health Education; *Learning Activities; Learning Modules; Pesticides; Postsecondary Education; Safety; *Safety Education; Secondary Education; Structural Elements (Construction); *Vocational Education; Waste Disposal
Identifiers-*Occupational Safety and Health

This student module on agribusiness safety is one of 50 modules concerned with job safety and health. Following the introduction, 11 objectives (each keyed to a page in the text) the student is expected to accomplish are listed (e.g., List at least two reasons for agribusiness safety standards). Then each objective is taught in detail, sometimes accompanied by illustrations. Learning activities are included. A list of references and answers to learning activities complete the module. (CT)

ED213850 CE031473

Material Hoist Safety. Module SH-16. Safety and Health.
Center for Occupational Research and Development, Inc., Waco, Tex.
Spons Agency-Office of Vocational and Adult Education (ED). Washington, DC. Div. of National Vocational Programs.
Pub Date 81
Contract No-300-79-0709
Note-26p.; For related documents see CE 031 450-507.
Available from-The Center for Occupational Research and Development, 601 Lake Air Dr., Suite C, Waco, TX 76710 (Instructor Guides, $9.75 each; Learning Modules, $3.00 each. Entire set of Learning Modules available as two subsets: SH-21, SH-41, SH-43, SH-45, and SH-48, $12.00; remaining 45 modules, $97.50).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Behavioral Objectives; Design Requirements; *Equipment Utilization; *Health Education; *Learning Activities; Learning Modules; Postsecondary Education; Safety; *Safety Education; Secondary Education; *Vocational Education
Identifiers-*Hoists; *Occupational Safety and Health

This student module on material hoist safety is one of 50 modules concerned with job safety and health. This module presents safety concerns related to electric, air, and manually operated chain hoists, as well as the design and erection requirements for inside and outside material hoistways. Following the introduction, eight objectives (each keyed to a page in the text) the student is expected to accomplish are listed (e.g., Explain the meaning of a safety factor). Then each objective is taught in detail, sometimes accompanied by illustrations. Learning activities are included. A list of references and answers to learning activities complete the module. (CT)

ED213851 CE031474

Mechanized Off-Road Equipment Safety. Module SH-17. Safety and Health.
Center for Occupational Research and Development, Inc., Waco, Tex.
Spons Agency-Office of Vocational and Adult Education (ED). Washington, DC. Div. of National Vocational Programs.
Pub Date 81
Contract No-300-79-0709
Note-34p.; For related documents see CE 031 450-507.
Available from-The Center for Occupational Research and Development, 601 Lake Air Dr., Suite C, Waco, TX 76710 (Instructor Guides, $9.75 each; Learning Modules, $3.00 each. Entire set of Learning Modules available as two subsets: SH-21, SH-41, SH-43, SH-45, and SH-48, $12.00; remaining 45 modules, $97.50).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Behavioral Objectives; Employment Qualifications; *Equipment Utilization; First Aid; *Health Education; Job Training; *Learning Activities; Learning Modules; Postsecondary Education; Safety; *Safety Education; Safety Equipment; Secondary Education; *Vocational Education; Work Environment
Identifiers-*Heavy Equipment Operators; *Occupational Safety and Health

This student module on mechanized off-road equipment safety is one of 50 modules concerned with job safety and health. This module aims to encourage the development of a positive approach to safety as it concerns the heavy equipment industry. Following the introduction, 15 objectives (each keyed to a page in the text) the student is expected to accomplish are listed (e.g., Discuss operator qualifications and training). Then each objective is taught in detail, sometimes accompanied by illustrations. Learning activities are included. A list of references and answers to learning activities complete the module. (CT)

ED213852 CE031475

Safe Operation of Commercial Vehicles. Module SH-18. Safety and Health.
Center for Occupational Research and Development, Inc., Waco, Tex.
Spons Agency-Office of Vocational and Adult Education (ED). Washington, DC. Div. of National Vocational Programs.
Pub Date 81
Contract No-300-79-0709
Note-40p.; For related documents see CE 031 450-507.
Available from-The Center for Occupational Research and Development, 601 Lake Air Dr., Suite C, Waco, TX 76710 (Instructor Guides, $9.75 each; Learning Modules, $3.00 each. Entire set of Learning Modules available as two subsets: SH-21, SH-41, SH-43, SH-45, and SH-48, $12.00; remaining 45 modules, $97.50).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Accident Prevention; Behavioral Objectives; Equipment Maintenance; Equipment Utilization; *Health Education; Learning Activities; Learning Modules; *Motor Vehicles; Postsecondary Education; Safety; *Safety Education; Secondary Education; *Vocational Education
Identifiers-*Occupational Safety and Health; *Trucks

This student module on safe operation of commercial vehicles is one of 50 modules concerned with job safety and health. This module discusses causes of vehicle accidents, economic reasons for accident control, and considerations for preventive maintenance. Following the introduction, 11 objectives (each keyed to a page in the text) the student is expected to accomplish are listed (e.g., Explain the role of the safety supervisor). Then each objective is taught in detail, sometimes accompanied by illustrations. Learning activities are included. A list of references and answers to learning activities complete the module.

(CT)

ED213853 CE031476

Safety with Hand and Portable Power Tools. Module SH-14. Safety and Health.

Center for Occupational Research and Development, Inc., Waco, Tex.

Spons Agency-Office of Vocational and Adult Education (ED). Washington, DC. Div. of National Vocational Programs.

Pub Date 81

Contract No-300-79-0709

Note-33p.; For related documents see CE 031 450-507.

Available from-The Center for Occupational Research and Development, 601 Lake Air Dr., Suite C, Waco, TX 76710 (Instructor Guides, $9.75 each; Learning Modules, $3.00 each. Entire set of Learning Modules available as two subsets: SH-21, SH-41, SH-43, SH-45, and SH-48, $12.00; remaining 45 modules, $97.50).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Behavioral Objectives; Equipment; *Hand Tools; *Health Education; Learning Activities; Learning Modules; Postsecondary Education; Safety; *Safety Education; Secondary Education; *Vocational Education

Identifiers-*Occupational Safety and Health; *Power Tools

This student module on safety with hand and portable power tools is one of 50 modules concerned with job safety and health. This module discusses the proper use and maintenance of tools, including the need for protective equipment for the worker. Following the introduction, 16 objectives (each keyed to a page in the text) the student is expected to accomplish are listed (e.g., Name the correct way to cut with a knife). Then each objective is taught in detail, sometimes accompanied by illustrations. Learning activities are included. A list of references and answers to learning activities complete the module. (CT)

ED213854 CE031477

Precautions for Explosive Materials. Module SH-20. Safety and Health.
Center for Occupational Research and Development, Inc., Waco, Tex.
Spons Agency-Office of Vocational and Adult Education (ED). Washington, DC. Div. of National Vocational Programs.
Pub Date 81
Contract No-300-79-0709
Note-29p.; For related documents see CE 031 450-507.
Available from-The Center for Occupational Research and Development, 601 Lake Air Dr., Suite C, Waco, Tx 76710 (Instructor Guides, $9.75 each; Learning Modules, $3.00 each. Entire set of Learning Modules available as two subsets: SH-21, SH-41, SH-43, SH-45, and SH-48, $12.00; remaining 45 modules, $97.50).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Behavioral Objectives; Equipment Storage; Equipment Utilization; *Health Education; *Learning Activities; Learning Modules; Postsecondary Education; Safety; *Safety Education; Secondary Education; *Vocational Education
Identifiers-*Explosives; *Occupational Safety and Health

This student module on precautions for explosive materials is one of 50 modules concerned with job safety and health. This module provides a brief introduction to the types of explosive materials, their classification, and safe procedures for transport, unloading, and storage. Following the introduction, 11 objectives (each keyed to a page in the text) the student is expected to accomplish are listed (e.g., Describe two general categories of explosives). Then each objective is taught in detail, sometimes accompanied by illustrations. Learning activities are included. A list of references and answers to learning activities complete the module. (CT)

ED213855 CE031478

Marine and Longshoring Safety. Module SH-21. Safety and Health.
Center for Occupational Research and Development, Inc., Waco, Tex.
Spons Agency-Office of Vocational and Adult Education (ED), Washington, DC. Div. of National Vocational Programs.
Pub Date 81
Contract No-300-79-0709
Note-40p.; For related documents see CE 031 450-507.
Available from-The Center for Occupational Research and Development, 601 Lake Air Dr., Suite C, Waco, TX 76710 (Instructor Guides, $9.75 each; Learning Modules, $3.00 each. Entire set of Learning Modules available as two subsets: SH-21, SH-41, SH-43, SH-45, and SH-48, $12.00; remaining 45 modules, $97.50).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Behavioral Objectives; *Health Education; *Learning Activities; Learning Modules; Postsecondary Education; *Safety Education; Safety Equipment; Secondary Education; *Vocational Education
Identifiers-*Cargo Handling; *Longshore Industry; Marine Equipment; Occupational Safety and Health

This student module on marine and longshoring safety is one of 50 modules concerned with job safety and health. This module outlines the requirements for safe operations in the longshoring industry, including procedures for handling cargo. Following the introduction, eight objectives (each keyed to a page in the text) the student is expected to accomplish are listed (e.g., Discuss procedures for handling cargo). Then each objective is taught in detail, sometimes accompanied by illustrations. Learning activities are included. A list of references

and answers to learning activities complete the module. (CT)

ED213856 CE031479

Ladder and Scaffolding Safety. Module SH-22. Safety and Health.
Center for Occupational Research and Development, Inc., Waco, Tex.
Spons Agency-Office of Vocational and Adult Education (ED). Washington, DC. Div. of National Vocational Programs.
Pub Date 81
Contract No-300-79-0709
Note-31p.; For related documents see CE 031 450-507.
Available from-The Center for Occupational Research and Development, 601 Lake Air Dr., Suite C, Waco, TX 76710 (Instructor Guides, $9.75 each; Learning Modules, $3.00 each. Entire set of Learning Modules available as two subsets: SH-21, SH-41, SH-43, SH-45, and SH-48, $12.00; remaining 45 modules, $97.50).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Behavioral Objectives; Equipment Maintenance; *Equipment Utilization; *Health Education; *Learning Activities; Learning Modules; Postsecondary Education; *Safety Education; Safety Equipment; Secondary Education; *Vocational Education
Identifiers-*Ladders (Equipment); Occupational Safety and Health; *Scaffolding

This student module on ladder and scaffold safety is one of 50 modules concerned with job safety and health. This module describes the proper construction, use, and maintenance of portable and fixed ladders. Following the introduction, 10 objectives (each keyed to a page in the text) the student is expected to accomplish are listed (e.g., Define three types of scaffolding). Then each objective is taught in detail, sometimes accompanied by illustrations. Learning activities are included. A list of references and answers to learning activities complete the module. (CT)

ED213857 CE031480

Warehousing Storage and Retrieval Safety. Module SH-23. Safety and Health.

Center for Occupational Research and Development, Inc., Waco, Tex.
Spons Agency-Office of Vocational and Adult Education (ED). Washington, DC. Div. of National Vocational Programs.

Pub Date 81
Contract No-300-79-0709
Note-40p.; For related documents see CE 031 450-507.
Available from-The Center for Occupational Research and Development, 601 Lake Air Dr., Suite C, Waco, TX 76710 (Instructor Guides, $9.75 each; Learning Modules, $3.00 each. Entire set of Learning Modules available as two subsets: SH-21, SH-41, SH-43, SH-45, and SH-48, $12.00; remaining 45 modules, $97.50).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Behavioral Objectives; *Health Education; Learning Activities; Learning Modules; *Lifting; Postsecondary Education; *Safety Education; Secondary Education; *Storage; *Vocational Education; *Warehouses
Identifiers-*Occupational Safety and Health

This student module on warehousing storage and retrieval safety is one of 50 modules concerned with job safety and health. This module discusses methods of storage and retrieval that minimize lifting and twisting that can lead to employee injuries. Following the introduction, 13 objectives (each keyed to a page in the text) the student is expected to accomplish are listed (e.g., Describe the correct procedures for safe lifting). Then each objective is taught in detail, sometimes accompanied by illustrations. Learning activities are included. A list of references and answers to learning activities complete the module. (CT)

ED213858 CE031481

Machine and Woodworking Tool Safety. Module SH-24. Safety and Health.
Center for Occupational Research and Development, Inc., Waco, Tex.
Spons Agency-Office of Vocational and Adult Education (ED). Washington, DC. Div. of National Vocational Programs.
Pub Date 81
Contract No-300-79-0709
Note-51p.; For related documents see CE 031 450-507.
Available from-The Center for Occupational Research and Development, 601 Lake Air Dr., Suite C, Waco, TX 76710 (Instructor Guides, $9.75 each; Learning Modules, $3.00 each. Entire set of Learning Modules available as two subsets: SH-21, SH-41, SH-43, SH-45, and SH-48, $12.00; remaining 45 modules, $97.50).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Behavioral Objectives; *Equipment Utilization; *Health Education; Learning Activities; Learning Modules; *Machine Tools; Postsecondary Education; *Safety Education; Secondary Education; *Vocational Education; *Woodworking
Identifiers-*Occupational Safety and Health

This student module on machine and woodworking tool safety is one of 50 modules concerned with job safety and health. This module discusses specific practices and precautions concerned with the efficient operation and use of most machine and woodworking tools in use today. Following the introduction, 13 objectives (each keyed to a page in the text) the student is expected to accomplish are listed (e.g., Cite nine general safety rules that apply to all machine tools). Then each objective is taught in detail, sometimes accompanied by illustrations. Learning activities are included. A list of references and answers to learning activities complete the module. (CT)

ED213859 CE031482

Safety Features of Material and Personnel Movement Devices. Module SH-25. Safety and Health.

Center for Occupational Research and Development, Inc., Waco, Tex.

Spons Agency-Office of Vocational and Adult Education (ED). Washington, DC. Div. of National Vocational Programs.
Pub Date 81
Contract No-300-79-0709
Note-35p.; For related documents see CE 031 450-507.
Available from-The Center for Occupational Research and Development, 601 Lake Air Dr., Suite C, Waco, TX 76710 (Instructor Guides, $9.75 each; Learning Modules $3.00 each. Entire set of Learning Modules available as two subsets: SH-21, SH-41, SH-43, SH-45, and SH-48, $12.00; remaining 45 modules, $97.50).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Behavioral Objectives; *Equipment Utilization; *Health Education; *Learning Activities; Learning Modules; Postsecondary Education; *Safety Education; Secondary Education; *Vocational Education
Identifiers-*Conveyors; *Occupational Safety and Health

This student module on safety features of material and personnel movement devices is one of 50 modules concerned with job safety and health. This module covers safe conditions and operating practices for conveyors, elevators, escalators, moving walks, manlifts, forklifts, and motorized hand trucks. Following the introduction, 10 objectives (each keyed to a page in the text) the student is expected to accomplish are listed (e.g., List six main operating rules of a manlift). Then each objective is taught in detail, sometimes accompanied by illustrations. Learning activities are included. A list of references and answers to learning activities complete the module. (CT)

ED213860 CE031483

Safety for Compressed Gas and Air Equipment. Module SH-26. Safety and Health.

Center for Occupational Research and Development, Inc., Waco, Tex.
Spons Agency-Office of Vocational and Adult Education (ED). Washington, DC. Div. of National Vocational Programs.

Pub Date 81
Contract No-300-79-0709
Note-39p.; For related documents see CE 031 450-507.
Available from-The Center for Occupational Research and Development, 601 Lake Air Dr., Suite C, Waco, TX 76710 (Instructor Guides, $9.75 each; Learning Modules, $3.00 each. Entire set of Learning Modules available as two subsets: SH-21, SH-41, SH-43, SH-45, and SH-48, $12.00; remaining 45 modules, $97.50).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Behavioral Objectives; Equipment Utilization; *Health Education; *Learning Activities; Learning Modules; Postsecondary Education; *Safety Education; Secondary Education; *Vocational Education
Identifiers-*Compressed Air Equipment; *Compressed Gas Equipment; Occupational Safety and Health

This student module on safety for compressed gas and air equipment is one of 50 modules concerned with job safety and health. This module presents technical data about commonly used gases and stresses the procedures necessary for safe handling of compressed gases. Following the introduction, 14 objectives (each keyed to a page in the text) the student is expected to accomplish are listed (e.g., Name the two common methods of transporting gases). Then each objective is taught in detail, sometimes accompanied by illustrations. Learning activities are included. A list of references and answers to learning activities complete the module. (CT)

ED213861 CE031484

Safety in Elevators and Grain Handling Facilities. Module SH-27. Safety and Health.

Center for Occupational Research and Development, Inc., Waco, Tex.

Spons Agency-Office of Vocational and Adult Education (ED). Washington, DC. Div. of National Vocational Programs.

Pub Date 81

Contract No-300-79-0709

Note-46p.; For related documents see CE 031 450-507.

Available from-The Center for Occupational Research and Development, 601 Lake Air Dr., Suite C, Waco, TX 76710 (Instructor Guides, $9.75 each; Learning Modules, $3.00 each. Entire set of Learning Modules available as two subsets: SH-21, SH-41, SH-43, SH-45, and SH-48, $12.00; remaining 45 modules, $97.50).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Behavioral Objectives; Equipment Utilization; *Health Education; *Learning Activities; Learning Modules; Postsecondary Education; *Safety Education; Secondary Education; *Vocational Education

Identifiers-*Grain Silos; Hazards; *Occupational Safety and Health

This student module on safety in elevators and grain handling facilities is one of 50 modules concerned with job safety and health. Following the introduction, 15 objectives (each keyed to a page in the text) the student is expected to accomplish are listed (e.g., Explain how explosion suppression works). Then each objective is taught in detail, sometimes accompanied by illustrations. Learning activities are included. A list of references and answers to learning activities complete the module. (CT)

ED213862 CE031485

Welding, Cutting and Brazing Safety. Module SH-28. Safety and Health.
Center for Occupational Research and Development, Inc., Waco, Tex.
Spons Agency-Office of Vocational and Adult Education (ED). Washington, DC. Div. of National Vocational Programs.
Pub Date 81
Contract No-300-79-0709
Note-50p.; For related documents see CE 031 450-507.
Available from-The Center for Occupational Research and Development, 601 Lake Air Dr., Suite C, Waco, TX 76710 (Instructor Guides, $9.75 each; Learning Modules, $3.00 each. Entire set of Learning Modules available as two subsets: SH-21, SH-41, SH-43, SH-45, and SH-48, $12.00; remaining 45 modules, $97.50).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Behavioral Objectives; Equipment Utilization; *Health Education; *Learning Activities; Learning Modules; Postsecondary Education; *Safety Education; Secondary Education; *Vocational Education; *Welding
Identifiers-*Compressed Gas Equipment; *Occupational Safety and Health

This student module on welding, cutting and brazing safety is one of 50 modules concerned with job safety and health. This module addresses safety precautions for oxyacetylene welding and gives information about handling compressed gases. Following the introduction, 17 objectives (each keyed to a page in the text) the student is expected to accomplish are listed (e.g., Describe the procedure for installing a regulator). Then each objective is taught in detail, sometimes accompanied by illustrations. Learning activities are included. A list of references and answers to learning activities complete the module. (CT)

ED213863 CE031486

Hazardous Materials Safety. Module SH-29. Safety and Health.
Center for Occupational Research and Development, Inc., Waco, Tex.
Spons Agency-Office of Vocational and Adult Education (ED). Washington, DC. Div. of National Vocational Programs.
Pub Date 81
Contract No-300-79-0709
Note-45p.; For related documents see CE 031 450-507.
Available from-The Center for Occupational Research and Development, 601 Lake Air Dr., Suite C, Waco, TX 76710 (Instructor Guides, $9.75 each; Learning Modules, $3.00 each. Entire set of Learning Modules available as two subsets: SH-21, SH-41, SH-43, SH-45, and SH-48, $12.00; remaining 45 modules, $97.50).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Behavioral Objectives; *Health Education; *Learning Activities; Learning Modules; Poisoning; Postsecondary Education; *Safety Education; Secondary Education; Special Health Problems; *Vocational Education
Identifiers-Compressed Gas Equipment; Explosives; *Hazardous Materials; *Occupational Safety and Health

This student module on hazardous materials safety is one of 50 modules concerned with job safety and health. This module provides information about the types of hazardous materials, the effects of each type, and general guidelines regarding the handling of these materials. Following the introduction, 15 objectives (each keyed to a page in the text) the student is expected to accomplish are listed (e.g., Define corrosive and name two principal hazards). Then each objective is taught in detail, sometimes accompanied by illustrations. Learning activities are included. A list of references and answers to learning activities complete the module. (CT)

ED213864 CE031487

Safe Handling and Use of Flammable and Combustible Materials. Module SH-30. Safety and Health.

Center for Occupational Research and Development, Inc., Waco, Tex.

Spons Agency-Office of Vocational and Adult Education (ED). Washington, DC. Div. of National Vocational Programs.

Pub Date 81

Contract No-300-79-0709

Note-42p.; For related documents see CE 031 450-507.

Available from-The Center for Occupational Research and Development, 601 Lake Air Dr., Suite C, Waco, TX 76710 (Instructor Guides, $9.75 each; Learning Modules, $3.00 each. Entire set of Learning Modules available as two subsets: SH-21, SH-41, SH-43, SH-45, and SH-48, $12.00; remaining 45 modules, $97.50).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Behavioral Objectives; *Fire Protection; *Health Education; *Learning Activities; Learning Modules; Postsecondary Education; Safety; *Safety Education; Safety Equipment; Secondary Education; *Vocational Education

Identifiers-*Combustion; Hazardous Materials; Material Handling; *Occupational Safety and Health

This student module on safe handling and use of flammable and combustible materials is one of 50 modules concerned with job safety and health. This module introduces the student to the hazards of flammable and combustible materials and the measures necessary to control those hazards. Following the introduction, 14 objectives (each keyed to a page in the text) the student is expected to accomplish are listed (e.g., Discuss the types of approved safety containers). Then each objective is taught in detail, sometimes accompanied by illustrations. Learning activities are included. A list of references and answers to learning activities complete the module. (CT)

ED213865 CE031488

Overcurrent and Electrical Shock Protection. Module SH-31. Safety and Health.

Center for Occupational Research and Development, Inc., Waco, Tex.
Spons Agency-Office of Vocational and Adult Education (ED). Washington, DC. Div. of National Vocational Programs.

Pub Date 81
Contract No-300-79-0709
Note-25p.; For related documents see CE 031 450-507.
Available from-The Center for Occupational Research and Development, 601 Lake Air Dr., Suite C, Waco, TX 76710 (Instructor Guides, $9.75 each; Learning Modules, $3.00 each. Entire set of Learning Modules available as two subsets: SH-21, SH-41, SH-43, SH-45, and SH-48, $12.00; remaining 45 modules, $97.50).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Accident Prevention; Behavioral Objectives; *Electricity; *Fire Protection; *Health Education; Learning Activities; Learning Modules; Postsecondary Education; *Safety Education; Secondary Education; Vocational Education
Identifiers-*Hazards; *Occupational Safety and Health; Shock

This student module on overcurrent and electrical shock protection is one of 50 modules concerned with job safety and health. This module discusses safety rules and techniques that may reduce the number of home and industrial fires and electrical accidents. Following the introduction, five objectives (each keyed to a page in the text) the student is expected to accomplish are listed (e.g., Describe systems and equipment grounding). Then each objective is taught in detail, sometimes accompanied by illustrations. Learning activities are included. A list of references and answers to learning activities complete the module. (CT)

ED213866 CE031489

Working Safety in Confined Spaces. Module SH-32. Safety and Health.
Center for Occupational Research and Development, Inc., Waco, Tex.
Spons Agency-Office of Vocational and Adult Education (ED). Washington, DC. Div. of National Vocational Programs.
Pub Date 81
Contract No-300-79-0709
Note-50p.; For related documents see CE 031 450-507.
Available from-The Center for Occupational Research and Development, 601 Lake Air Dr., Suite C, Waco, TX 76710 (Instructor Guides, $9.75 each; Learning Modules, $3.00 each. Entire set of Learning Modules available as two subsets: SH-21, SH-41, SH-43, SH-45, and SH-48, $12.00; remaining 45 modules, $97.50).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Behavioral Objectives; *Health Education; *Learning Activities; Learning Modules; Postsecondary Education; Safety; *Safety Education; Secondary Education; *Vocational Education; *Work Environment
Identifiers-*Confined Spaces; *Hazards; Occupational Safety and Health

This student module on working safely in confined spaces in one of 50 modules concerned with job safety and health. This module explains how to recognize potential hazards in confined spaces, how to deal with these hazards, and how planning can prevent accidents. Following the introduction, 17 objectives (each keyed to a page in the text) the student is expected to accomplish are listed (e.g., Identify the three major hazards associated with confined spaces and five possible sources of these hazards). Then each objective is taught in detail, sometimes accompanied by illustrations. Learning activities are included. A list of references and answers to learning activities complete the module. (CT)

ED213867 CE031490

Vibration and Noise Control. Module SH-33. Safety and Health.
Center for Occupational Research and Development, Inc., Waco, Tex.
Spons Agency-Office of Vocational and Adult Education (ED). Washington, DC. Div. of National Vocational Programs.
Pub Date 81
Contract No-300-79-0709
Note-33p.; For related documents see CE 031 450-507.
Available from-The Center for Occupational Research and Development, 601 Lake Air Dr., Suite C, Waco, TX 76710 (Instructor Guides, $9.75 each; Learning Modules, $3.00 each. Entire set of Learning Modules available as two subsets: SH-21, SH-41, SH-43, SH-45, and SH-48, $12.00; remaining 45 modules, $97.50).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Behavioral Objectives; *Health Education; *Hearing (Physiology); *Learning Activities; Learning Modules; Postsecondary Education; *Safety Education; Secondary Education; *Vocational Education
Identifiers-*Noise Abatement; Noise Factors; Noise Levels; Noise Pollution; Occupational Safety and Health; *Vibration (Noise)

This student module on vibration and noise control is one of 50 modules concerned with job safety and health. Following the introduction, nine objectives (each keyed to a page in the text) the student is expected to accomplish are listed (e.g., Compare four strategies for vibration control). Then each objective is taught in detail, sometimes accompanied by illustrations. Learning activities are included. A list of references and answers to learning activities complete the module. (CT)

ED213868 CE031491

Safety Guards for Machinery. Module SH-34. Safety and Health.
Center for Occupational Research and Development, Inc., Waco, Tex.
Spons Agency-Office of Vocational and Adult Education (ED). Washington, DC. Div. of National Vocational Programs.
Pub Date 81
Contract No-300-79-0709
Note-28p.; For related documents see CE 031 450-507.
Available from-The Center for Occupational Research and Development, 601 Lake Air Dr., Suite C, Waco, TX 76710 (Instructor Guides, $9.75 each; Learning Modules, $3.00 each. Entire set of Learning Modules available as two subsets: SH-21, SH-41, SH-43, SH-45, and SH-48, $12.00; remaining 45 modules, $97.50).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Accident Prevention; Behavioral Objectives; *Health Education; *Learning Activities; Learning Modules; *Machine Tools; Postsecondary Education; Safety; *Safety Education; *Safety Equipment; Secondary Education; Vocational Education
Identifiers-*Occupational Safety and Health

This student module on safety guards for machinery is one of 50 modules concerned with job safety and health. This module discusses how machinery can be made safer to use by the installation of safety guards. Following the introduction, seven objectives (each keyed to a page in the text) the student is expected to accomplish are listed (e.g., Explain the basic machine motions). Then each objective is taught in detail, sometimes accompanied by illustrations. Learning activities are

included. A list of references and answers to learning activities complete the module. (CT)

ED213869 CE031492

Ionizing and Nonionizing Radiation Protection. Module SH-35. Safety and Health.

Center for Occupational Research and Development, Inc., Waco, Tex.
Spons Agency-Office of Vocational and Adult Education (ED). Washington, DC. Div. of National Vocational Programs.

Pub Date 81
Contract No-300-79-0709
Note-43p.; For related documents see CE 031 450-507.
Available from-The Center for Occupational Research and Development, 601 Lake Air Dr., Suite C, Waco, TX 76710 (Instructor Guides, $9.75 each; Learning Modules, $3.00 each. Entire set of Learning Modules available as two subsets: SH-21, SH-41, SH-43, SH-45, and SH-48, $12.00; remaining 45 modules, $97.50).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Accident Prevention; Behavioral Objectives; *Health Education; *Learning Activities; Learning Modules; Postsecondary Education; *Radiation Effects; *Safety Education; Safety Equipment; Secondary Education; Work Environment
Identifiers-*Ion Exchange; *Occupational Safety and Health

This student module on ionizing and nonionizing radiation protection is one of 50 modules concerned with job safety and health. This module describes various types of ionizing and nonionizing radiation, and the situations in the workplace where potential hazards from radiation may exist. Following the introduction, 13 objectives (each keyed to a page in the text) the student is expected to accomplish are listed (e.g., Identify the main source of ultraviolet radiation). Then each objective is taught in detail, sometimes accompanied by illustrations. Learning activities are included. A list of references and answers to learning activities complete the module. (CT)

ED213870 CE031493

Safety Features for Floor and Wall Openings and Stairways. Module SH-36. Safety and Health.

Center for Occupational Research and Development, Inc., Waco, Tex.
Spons Agency-Office of Vocational and Adult Education (ED). Washington, DC. Div. of National Vocational Programs.
Pub Date 81
Contract No-300-79-0709
Note-20p.; For related documents see CE 031 450-507.
Available from-The Center for Occupational Research and Development, 601 Lake Air Dr., Suite C, Waco, TX 76710 (Instructor Guides, $9.75 each; Learning Modules, $3.00 each. Entire set of Learning Modules available as two subsets: SH-21, SH-41, SH-43, SH-45, and SH-48, $12.00; remaining 45 modules, $97.50).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Behavioral Objectives; *Building Design; Flooring; *Health Education; Learning Activities; Learning Modules; Postsecondary Education; Safety; *Safety Education; Secondary Education; *Vocational Education; *Work Environment
Identifiers-*Hazards; *Occupational Safety and Health

This student module on safety features for floor and wall openings and stairways is one of 50 modules concerned with job safety and health. This module suggests safeguards to protect workers from falling and tripping, and from injury caused by falling tools and materials. Following the introduction, eight objectives (each keyed to a page in the text) the student is expected to accomplish are listed (e.g., Describe fixed stairway strength and construction). Then each objective is taught in detail, sometimes accompanied by illustrations. Learning activities are included. A list of references and answers to learning activities complete the module. (CT)

ED213871 CE031494

Safety and Concrete, Forms, and Shoring. Module SH-37. Safety and Health.

Center for Occupational Research and Development, Inc., Waco, Tex.
Spons Agency-Office of Vocational and Adult Education (ED). Washington, DC. Div. of National Vocational Programs.
Pub Date 81
Contract No-300-79-0709
Note-30p.; For related documents see CE 031 450-507.
Available from-The Center for Occupational Research and Development, 601 Lake Air Dr., Suite C, Waco, TX 76710 (Instructor Guides, $9.75 each; Learning Modules, $3.00 each. Entire set of Learning Modules available as two subsets: SH-21, SH-41, SH-43, SH-45, and SH-48, $12.00; remaining 45 modules, $97.50).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Behavioral Objectives; *Construction (Process); *Health Education; *Learning Activities; Learning Modules; Postsecondary Education; *Safety Education; Safety Equipment; Secondary Education; *Vocational Education
Identifiers-*Cement; *Occupational Safety and Health

This student module on safety of concrete, forms, and shoring is one of 50 modules concerned with job safety and health. This module discusses the basic materials and chemical reactions involved in making concrete which are necessary for recognition and control of hazards. Following the introduction, nine objectives (each keyed to a page in the

text) the student is expected to accomplish are listed (e.g., Explain safe shoring practices). Then each objective is taught in detail, sometimes accompanied by illustrations. Learning activities are included. A list of references and answers to learning activities complete the module. (CT)

ED213872 CE031495

Excavating, Trenching, and Shoring Safety. Module SH-38. Safety and Health.

Center for Occupational Research and Development, Inc., Waco, Tex.
Spons Agency-Office of Vocational and Adult Education (ED). Washington, DC. Div. of National Vocational Programs.
Pub Date 81
Contract No-300-79-0709
Note-24p.; For related documents see CE 031 450-507.
Available from-The Center for Occupational Research and Development, 601 Lake Air Dr., Suite C, Waco, TX 76710 (Instructor Guides, $9.75 each; Learning Modules, $3.00 each. Entire set of Learning Modules available as two subsets: SH-21, SH-41, SH-43, SH-45, and SH-48, $12.00; remaining 45 modules, $97.50).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Behavioral Objectives; *Equipment Utilization; *Health Education; Learning Activities; Learning Modules; Postsecondary Education; *Safety Education; *Safety Equipment; Secondary Education; *Vocational Education
Identifiers-*Excavations; *Occupational Safety and Health

This student module on excavating, trenching, and shoring safety is one of 50 modules concerned with job safety and health. This module outlines the hazards of trenching and shoring and the procedures and equipment that should be employed to prevent cave-ins and other trenching and shoring accidents. Following the introduction, 10 objectives (each keyed to a page in the text) the student is expected to accomplish are listed (e.g., Discuss the "angle of repose"). Then each objective is taught in detail, sometimes accompanied by illustrations. Learning activities are included. A list of references and answers to learning activities complete the module. (CT)

ED213873 CE031496

Steel Erection Safety. Module SH-39. Safety and Health.
Center for Occupational Research and Development, Inc., Waco, Tex.
Spons Agency-Office of Vocational and Adult Education (ED). Washington, DC. Div. of National Vocational Programs.
Pub Date 81
Contract No-300-79-0709

Note-46p.; For related documents see CE 031 450-507.
Available from-The Center for Occupational Research and Development, 601 Lake Air Dr., Suite C, Waco, TX 76710 (Instructor Guides $9.75 each; Learning Modules, $3.00 each. Entire set of Learning Modules available as two subsets: SH-21, SH-41, SH-43, SH-45, and SH-48, $12.00; remaining 45 modules, $97.50).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Accident Prevention; Behavioral Objectives; *Construction Industry; *Health Education; Learning Activities; Learning Modules; Postsecondary Education; *Safety Education; Safety Equipment; Secondary Education; *Vocational Education; Work Environment
Identifiers-*Occupational Safety and Health; *Steel Construction

This student module on steel erection safety is one of 50 modules concerned with job safety and health. This module identifies typical jobsite hazards encountered by steel erectors, as well as providing safe job procedures for general and specific construction activities. Following the introduction, 11 objectives (each keyed to a page in the text) the student is expected to accomplish are listed (e.g., List requirements for temporary flooring). Then each objective is taught in detail, sometimes accompanied by illustrations. Learning activities are included. A list of references and answers to learning activities complete the module. (CT)

ED213874 CE031497

Electrical Power Transmission and Distribution Safety. Module SH-40. Safety and Health.

Center for Occupational Research and Development, Inc., Waco, Tex.
Spons Agency-Office of Vocational and Adult Education (ED). Washington, DC. Div. of National Vocational Programs.
Pub Date 81
Contract No-300-79-0709
Note-38p.; For related documents see CE 031 450-507.
Available from-The Center for Occupational Research and Development, 601 Lake Air Dr., Suite C, Waco, TX 76710 (Instructor Guides, $9.75 each; Learning Modules, $3.00 each. Entire set of Learning Modules available as two subsets: SH-21, SH-41, SH-43, SH-45, and SH-48, $12.00; remaining 45 modules, $97.50).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Accident Prevention; Behavioral Objectives; *Electrical Occupations; *Health Education; Learning Activities; Learning Modules; Postsecondary Education; Safety; *Safety Education; Secondary Education; *Vocational Education; Work Environment
Identifiers-*Occupational Safety and Health; Power Transmission

This student module on electrical power transmission and distribution safety is one of 50 modules concerned with job safety and health. This module focuses on some of the general safety rules, techniques, and procedures that are essential in establishing a safe environment for the electrical power transmission worker. Following the introduction, nine objectives (each keyed to a page in the text) the student is expected to accomplish are listed (e.g., Outline the proper safety steps for erecting power transmission lines). Then each objective is taught in detail, sometimes accompanied by illustrations. Learning activities are included. A list of references and answers to learning activities complete the module. (CT)

ED213875 CE031498

Safety Practices for Demolition Procedures. Module SH-41. Safety and Health.

Center for Occupational Research and Development, Inc., Waco, Tex.
Spons Agency-Office of Vocational and Adult Education (ED), Washington, DC. Div. of National Vocational Programs.
Pub Date 81
Contract No-300-79-0709
Note-32p.; For related documents see CE 031 450-507.
Available from-The Center for Occupational Research and Development, 601 Lake Air Dr., Suite C, Waco, TX 76710 (Instructor Guides, $9.75 each; Learning Modules, $3.00 each. Entire set of Learning Modules available as two subsets: SH-21, SH-41, SH-43, SH-45, and SH-48, $12.00; remaining 45 modules, $97.50).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Accident Prevention; Behavioral Objectives; *Health Education; Learning Activities; Learning Modules; Postsecondary Education; Safety; *Safety Education; Safety Equipment; Secondary Education; *Vocational Education
Identifiers-*Demolition Procedures; *Occupational Safety and Health

This student module on safety practices for demolition procedures is one of 50 modules concerned with job safety and health. This module presents a general outline of the safe work practices that should be followed at a demolition job site in order for workers to avoid injury. Following the introduction, 10 objectives (each keyed to a page in the text) the student is expected to accomplish are listed (e.g., Discuss the removal of debris from the demolition site). Then each objective is taught in detail, sometimes accompanied by illustrations. Learning activities are included. A list of references and answers to learning activities complete the module. (CT)

ED213876 CE031499

Safe Use of Powered Industrial Trucks. Module SH-42. Safety and Health.
Center for Occupational Research and Development, Inc., Waco, Tex.
Spons Agency-Office of Vocational and Adult Education (ED), Washington, DC. Div. of National Vocational Programs.
Pub Date 81
Contract No-300-79-0709
Note-38p.; For related documents see CE 031 450-507.
Available from-The Center for Occupational Research and Development, 601 Lake Air Dr., Suite C, Waco, TX 76710 (Instructor Guides, $9.75 each; Learning Modules, $3.00 each. Entire set of Learning Modules available as two subsets: SH-21, SH-41, SH-43, SH-45, and SH-48, $12.00; remaining 45 modules, $97.50).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Accident Prevention; Auto Mechanics; Behavioral Objectives; *Equipment Utilization; *Health Education; Learning Activities; Learning Modules; Postsecondary Education; Safety; *Safety Education; Secondary Education; *Vocational Education
Identifiers-*Fork Lift Truck Operators; Occupational Safety and Health; *Powered Industrial Trucks

This student module on safe use of powered industrial trucks is one of 50 modules concerned with job safety and health. The module discusses safety issues relating to the operation of powered industrial trucks: controls, general loading practices, inspection, etc. Following the introduction, 12 objectives (each keyed to a page in the text) the student is expected to accomplish are listed (e.g., Describe the principle on which most powered lift trucks work). Then each objective is taught in detail, sometimes accompanied by illustrations. Learning activities are included. A list of references and answers to learning activities complete the module. (CT)

ED213877 CE031500

Safety Practices for Commercial Diving. Module SH-43. Safety and Health.
Center for Occupational Research and Development, Inc., Waco, Tex.
Spons Agency-Office of Vocational and Adult Education (ED). Washington, DC. Div. of National Vocational Programs.
Pub Date 81
Contract No-300-79-0709
Note-28p.; For related documents see CE 031 450-507.
Available from-The Center for Occupational Research and Development, 601 Lake Air Dr., Suite C, Waco, TX 76710 (Instructor Guides, $9.75 each; Learning Modules, $3.00 each. Entire set of Learning Modules available as two subsets: SH-21, SH-41, SH-43, SH-45, and SH-48, $12.00; remaining 45 modules, $97.50).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Behavioral Objectives; *Equipment Utilization; *Health Education; Learning Activities; Learning Modules; Postsecondary Education; Safety; *Safety Education; Safety Equipment; Secondary Education; *Vocational Education
Identifiers-*Diving (Commercial); *Occupational Safety and Health

This student module on safety practices for commercial diving is one of 50 modules concerned with job safety and health. This module provides a brief orientation to safety considerations for commercial diving. Following the introduction, nine objectives (each keyed to a page in the text) the student is expected to accomplish are listed (e.g., Name 10 physical requirements of divers). Then each objective is taught in detail, sometimes accompanied by illustrations. Learning activities are included. A list of references and answers to learning activities complete the module. (CT)

ED213878 CE031501

Exhaust, Dust Collection and Ventilation Systems. Module SH-44. Safety and Health.
Center for Occupational Research and Development, Inc., Waco, Tex.
Spons Agency-Office of Vocational and Adult Education (ED), Washington, DC. Div. of National Vocational Programs.
Pub Date 81
Contract No-300-79-0709
Note-30p.; For related documents see CE 031 450-507.
Available from-The Center for Occupational Research and Development, 601 Lake Air Dr., Suite C, Waco, TX 76710 (Instructor Guides, $9.75 each; Learning Modules, $3.00 each. Entire set of Learning Modules available as two subsets: SH-21, SH-41, SH-43, SH-45, and SH-48, $12.00; remaining 45 modules, $97.50).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Air Pollution; Behavioral Objectives; *Health Education; Learning Activities; Learning Modules; Postsecondary Education; *Safety Education; Secondary Education; *Ventilation; *Vocational Education
Identifiers-*Occupational Safety and Health

This student module on exhaust, dust collection, and ventilation systems is one of 50 modules concerned with job safety and health. This module discusses the types of contaminants that can be controlled by ventilation, the types of ventilation systems, and the component parts of local exhaust systems. Following the introduction, 10 objectives (each keyed to a page in the text) the student is expected to accomplish are listed (e.g., Compare general and local exhaust systems). Then each objective is taught in detail, sometimes accompanied by illustrations. Learning activities are included. A list of references and answers to learning activities complete the module. (CT)

ED213879 CE031502

Coast Guard Regulations Applied to Offshore Drilling. Module SH-45. Safety and Health.

Center for Occupational Research and Development, Inc., Waco, Tex.

Spons Agency-Office of Vocational and Adult Education (ED). Washington, DC. Div. of National Vocational Programs.
Pub Date 81
Contract No-300-79-0709
Note-35p.; For related documents see CE 031 450-507.
Available from-The Center for Occupational Research and Development, 601 Lake Air Dr., Suite C, Waco, TX 76710 (Instructor Guides, $9.75 each; Learning Modules, $3.00 each. Entire set of Learning Modules available as two subsets: SH-21, SH-41, SH-43, SH-45, and SH-48, $12.00; remaining 45 modules, $97.50).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Behavioral Objectives; *Federal Regulation; *Health Education; Learning Activities; Learning Modules; Postsecondary Education; *Safety Education; Safety Equipment; Secondary Education; *Vocational Education
Identifiers-Coast Guard; *Occupational Safety and Health; *Offshore Drilling

This student module on Coast Guard regulations applied to offshore drilling is one of 50 modules concerned with job safety and health. This module presents requirements that apply to the design, construction, equipment, inspection, and operation of offshore drilling units. Following the introduction, 10 objectives (each keyed to a page in the text) the student is expected to accomplish are listed (e.g., Characterize the ventilation requirements for mobile offshore drilling units). Then each objective is taught in detail, sometimes accompanied by illustrations. Learning activities are included. A list of references and answers to learning activities complete the module. (CT)

ED213880 CE031503

Chemical Hazards and Waste Disposal Safety and Health. Module SH-46. Safety and Health.

Center for Occupational Research and Development, Inc., Waco, Tex.
Spons Agency-Office of Vocational and Adult Education (ED). Washington, DC. Div. of National Vocational Programs.

Pub Date 81
Contract No-300-79-0709
Note-42p.; For related documents see CE 031 450-507.
Available from-The Center for Occupational Research and Development, 601 Lake Air Dr., Suite C, Waco, TX 76710 (Instructor Guides, $9.75 each; Learning Modules, $3.00 each. Entire set of Learning Modules available as two subsets: SH-21, SH-41, SH-43, SH-45, and SH-48, $12.00; remaining 45 modules, $97.50).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Behavioral Objectives; *Health Education; Learning Activities; Learning Modules; Postsecondary Education; *Safety Education; Secondary Education; *Vocational Education; *Waste Disposal
Identifiers-*Chemicals; Hazards; *Occupational Safety and Health

This student module on chemical hazards and waste disposal is one of 50 modules concerned with job safety and health. This module presents the principles of safe chemical handling and provides an overview of the hazards associated with different types of chemicals. Following the introduction, 13 objectives (each keyed to a page in the text) the student is expected to accomplish are listed (e.g., State the definition of a chemical hazard). Then each objective is taught in detail, sometimes accompanied by illustrations. Learning activities are included. A list of references and answers to learning activities complete the module. (CT)

ED213881 CE031504

Safety and Health in Vocational Education. Module SH-47. Safety and Health.

Center for Occupational Research and Development, Inc., Waco, Tex.
Spons Agency-Office of Vocational and Adult Education (ED). Washington, DC. Div. of National Vocational Programs.

Pub Date 81
Contract No-300-79-0709
Note-35p.; For related documents see CE 031 450-507.
Available from-The Center for Occupational Research and Development, 601 Lake Air Dr., Suite C, Waco, TX 76010 (Instructor Guides, $9.75 each; Learning Modules, $3.00 each. Entire set of Learning Modules available as two subsets: SH-21, SH-41, SH-43, SH-45, and SH-48, $12.00; remaining 45 modules, $97.50).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Behavioral Objectives; *Health Education; Learning Activities; Learning Modules; Postsecondary Education; Program Content; Program Design; Program Development; *Safety; *Safety Education; Secondary Education; *Vocational Education
Identifiers-*Occupational Safety and Health

This student module on safety and health in vocational education is one of 50 modules concerned with job safety and health. This module introduces the principles and practices of safety and health programs in vocational education. Following the introduction, eight objectives (each keyed to a page in the text) the student is expected to accomplish are listed (e.g., State the primary goal of any Occupational Safety and Health program). Then each objective is taught in detail, sometimes accompanied by illustrations. Learning activities are included. A list of references and answers to learning activities complete the module.

(CT)

ED213882 CE031505

OSHA Training Programs. Module SH-48. Safety and Health.
Center for Occupational Research and Development, Inc., Waco, Tex.
Spons Agency-Office of Vocational and Adult Education (ED). Washington, DC. Div. of National Vocational Programs.
Pub Date 81
Contract No-300-79-0709
Note-39p.; For related documents see CE 031 450-507.
Available from-The Center for Occupational Research and Development, 601 Lake Air Dr., Suite C, Waco, TX 76710 (Instructor Guides, $9.75 each; Learning Modules, $3.00 each. Entire set of Learning Modules available as two subsets: SH-21, SH-41, SH-43, SH-45, and SH-48, $12.00; remaining 45 modules, $97.50).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Behavioral Objectives; *Health Education; Learning Activities; Learning Modules; Postsecondary Education; Program Content; Program Descriptions; Program Design; *Safety Education; Secondary Education; *Vocational Education
Identifiers-*Occupational Safety and Health Act 1970

This student module on OSHA (Occupational Safety and Health Act) training programs is one of 50 modules concerned with job safety and health. This module provides a list of OSHA training requirements and describes OSHA training programs and other safety organizations' programs. Following the introduction, 11 objectives (each keyed to a page in the text) the student is expected to accomplish are listed (e.g., Describe the training services available from the National Safety Council). Then each objective is taught in detail, sometimes accompanied by illustrations. Learning activities are included. A list of references and answers to learning activities complete the module. (CT)

ED213883 CE031506

Establishing a Company Safety and Health Program. Module SH-49. Safety and Health.

Center for Occupational Research and Development, Inc., Waco, Tex.

Spons Agency-Office of Vocational and Adult Education (ED). Washington, DC. Div. of National Vocational Programs.
Pub Date 81
Contract No-300-79-0709
Note-30p.; For related documents see CE 031 450-507.
Available from-The Center for Occupational Research and Development, 601 Lake Air Dr., Suite C, Waco, TX 76710 (Instructor Guides, $9.75 each; Learning Modules, $3.00 each. Entire set of Learning Modules available as two subsets: SH-21, SH-41, SH-43, SH-45, and SH-48, $12.00; remaining 45 modules, $97.50).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Accident Prevention; Behavioral Objectives; *Health Education; Inplant Programs; Learning Activities; Learning Modules; Postsecondary Education; Program Design; *Program Development; *Program Implementation; *Safety Education; Secondary Education; Vocational Education
Identifiers-*Occupational Safety and Health

This student module on establishing a company safety and health program is one of 50 modules concerned with job safety and health. This module outlines the fundamentals of how a company safety and health program is established and operated. Following the introduction, nine objectives (each keyed to a page in the text) the student is expected to accomplish are listed (e.g., Describe the objectives of an accident investigation). Then each objective is taught in detail, sometimes accompanied by illustrations. Learning activities are included. A list of references and answers to learning activities complete the module. (CT)

ED213884 CE031507

Agricultural Chemical and Pesticide Hazards. Module SH-50. Safety and Health.

Center for Occupational Research and Development, Inc., Waco, Tex.
Spons Agency-Office of Vocational and Adult Education (ED). Washington, DC. Div. of National Vocational Programs.

Pub Date 81
Contract No-300-79-0709
Note-31p.; For related documents see CE 031 450-506.
Available from-The Center for Occupational Research and Development, 601 Lake Air Dr., Suite C, Waco, TX 76710 (Instructor Guides, $9.75 each; Learning Modules, $3.00 each. Entire set of Learning Modules available as two subsets: SH-21, SH-41, SH-43, SH-45, and SH-48, $12.00; remaining 45 modules, $97.50).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Agricultural Chemical Occupations; Behavioral Objectives; *Health Education; Learning Activities; Learning Modules; Pesticides; *Poisoning; Postsecondary Education; *Safety Education; Secondary Education; Vocational Education
Identifiers-Chemicals; Hazards; *Occupational Safety and Health

This student module on agricultural chemical and pesticide hazards is one of 50 modules concerned with job safety and health. This module contains information concerning the safe handling, use, and storage of many chemicals that are frequently used in the control of pests. Following the introduction, 10 objectives (each keyed to a page in the text) the student is expected to accomplish are listed (e.g., Explain two ways pesticides are likely to be ingested). Then each objective is taught in detail, sometimes accompanied by illustrations. Learning activities are included. A list of references and answers to learning activities complete the module. (CT)

ED213885 CE031527

Jensen-Osinski, Barbara H.; And Others

The Graying of the College Classroom: Impact of Older People as Peers in the Classroom on Attitudes and on Performance of Undergraduates.

Lehigh Univ., Bethlehem, PA. Dept. of English.
Spons Agency-American Association of Retired Persons, Washington, D.C.; Andrus Memorial Foundation, Los Angeles, Calif.; National Retired Teachers Association, Washington, D.C.
Pub Date 30 Sep 81
Note-133p.; For a related document see CE 031 528.
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Academic Achievement; *Adult Students; Aging (Individuals); English; *Higher Education; Literature; *Older Adults; Participation; Pretests Posttests; Questionnaires; *Student Attitudes; Surveys; *Undergraduate Students; Writing (Composition)
Identifiers-*Intergenerational Programs; Life Cycles

A study examined the effect of the presence of older students in the college classroom on the attitudes and performance of college freshmen. Using a pretest-treatment-posttest format, researchers examined two sections of a second-semester freshman English class. One section was an intergenerational class composed of 14 college freshmen and 10 non-matriculating, for-credit students 60 years of age or older, and the other was a regular all-freshman class. Both sections studied composition and literature, using the life cycle theme as a central approach. The control group consisted of three sections of the same course, all comprised of college freshmen without the superimposition of the life cycle theme. Researchers used a student opinion questionnaire to measure participant attitude changes. Analysis of the data revealed that participation in the intergenerational class resulted in younger students' developing highly positive attitudes toward their own aging and toward intergenerational classes. In addition, rates of participation and general activity were higher in the intergenerational class. Comparison of the first and last essays written by the younger students in the two experimental sections indicated that both groups exhibited approximately the same degree of improvement. (A related bibliography/teacher's guide is available separately--see note.) (MN)

ED213886 CE031528

Jensen-Osinski, Barbara H.

The Life Cycle: A Suggested Annotated Bibliography of Twentieth-Century American Literature.

Lehigh Univ., Bethlehem, PA. Dept. of English.
Spons Agency-American Association of Retired Persons, Washington, D.C.; Andrus Memorial Foundation, Los Angeles, Calif.; National Retired Teachers Association, Washington, D.C.
Pub Date 82
Note-70p.; For a related document see CE 031 527.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Aging (Individuals); Annotated Bibliographies; Behavioral Objectives; Course Descriptions; Guidelines; Higher Education; Instructional Materials; Learning Activities; *Middle Aged Adults; *Older Adults; *Program Development; *United States Literature; *Youth
Identifiers-Intergenerational Programs; *Life Cycles

This annotated bibliography lists 57 literary works for use in a freshman composition and American Literature course that uses the life cycle theme as the central approach; also included are observations on and guidelines for teaching such a course. Contained in the bibliography are 17 works dealing with youth, 21 works dealing with middle age, and 19 works dealing with old age. Observations are made pertaining to teaching the life cycle theme in freshman English classes. Appended to the bibliography are the following materials: (1) an abstract of a study of the impact of older people as peers in the classroom on attitudes and on performance of undergraduates; (2) a course syllabus using materials listed in the bibliography; (3) five essay assignments given to two freshmen English classes studying the life cycle theme; (4) mid-term and final examinations for the course; and (5) a small group assignment dealing with thoughts on growing older. (The above-mentioned study is available separately--see note.) (MN)

ED213887 CE031561

Kracht, Shannon

Painting. Pre-Apprenticeship Phase 2 Training. Instructor's Guide.

Lane Community Coll., Eugene, Oreg.
Spons Agency-Employmert and Training Administration (DOL), Washington, D.C.; Oregon State Dept. of Education, Salem.
Pub Date 81
Note-52p.; For related documents see CE 031 562-579.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Annotated Bibliographies; Behavioral Objectives; *Building Trades; *Painting (Industrial Arts); Postsecondary Education; Safety; Teaching Guides; *Trade and Industrial Education; Two Year Colleges
Identifiers-*Preapprenticeship Programs

This instructor's guide accompanies the self-paced student training modules on painting available separately as CE 031 562. Introductory materials include a description of the components of the

pre-apprenticeship project, discussion of teacher's role in students' completion of the modules, and scope and contents of Phase 2 training. Each of the 21 modules are briefly summarized according to this format: number of new vocabulary words; goal; performance indicators; overview and suggestions; description of any assignment(s) and/or job sheet(s) and listing of materials, tools, and equipment necessary to complete them; and supplementary references. An annotated bibliography contains references for further study and/or clarification of a topic. (YLB)

ED213888 CE031562

Kracht, Shannon

Painting. Pre-Apprenticeship Phase 2 Training. Student Training Modules.

Lane Community Coll., Eugene, Oreg.
Spons Agency-Employment and Training Administration (DOL), Washington, D.C.; Oregon State Dept. of Education, Salem.
Pub Date 81
Note-312p.; For related documents see CE 031 561-579.
EDRS Price - MF01/PC13 Plus Postage.
Descriptors-Behavioral Objectives; *Building Trades; Check Lists; Job Skills; Learning Activities; Learning Modules; Pacing; *Painting (Industrial Arts); Postsecondary Education; Safety; Tests; *Trade and Industrial Education; Two Year Colleges; Vocabulary
Identifiers-*Preapprenticeship Programs

These 21 Student Training Modules on painting comprise one of nine sets of self-paced learning modules developed for Pre-Apprenticeship Phase 2 Training. (A companion instructor's guide is available separately as CE 031 561.) The modules are designed to impart trade knowledge and skills to the student. Each module contains some or all of the following: cover sheet listing module title, goals, and performance indicators; study guide/checklist with directions for module completion; introduction; vocabulary listing and defining new trade or technical terms; supplementary references; information sheet(s) providing information and graphics covering the module topic(s); self-assessment; self-assessment answers; assignment sheet(s); job sheet(s) listing materials and tools necessary to complete tasks designed to develop manipulative skill; post assessment; and post assessment answers. Topics covered in the module include paint ingredients and characteristics; abrasives; primer selection; preparing wood, masonry, drywall, and metal surfaces for painting; safety; preparing oil-base and latex paints for application; brush and roller selection and use; using spray guns and airless spray system; wood stains; clear finishes; paint failures; colors and mixing; and blueprints and specifications. (YLB)

ED213889 CE031563

Ausland, Greg

Tilesetting. Pre-Apprenticeship Phase 2 Training. Instructor's Guide.

Lane Community Coll., Eugene, Oreg.
Spons Agency-Employment and Training Administration (DOL), Washington, D.C.; Oregon State Dept. of Education, Salem.
Pub Date 81
Note-58p.; For related documents see CE 031 561-579.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Annotated Bibliographies; Behavioral Objectives; *Building Trades; *Flooring; Masonry; Postsecondary Education; Teaching Guides; *Trade and Industrial Education; Two Year Colleges
Identifiers-*Preapprenticeship Programs; *Tile Occupations

This instructor's guide accompanies the self-paced student training modules on tilesetting, available separately as CE 031 564. Introductory materials include a description of the components of the pre-apprenticeship project, discussion of teacher's role in students' completion of the modules, and scope and contents of Phase 2 training. Each of the 24 modules are briefly summarized according to this format: number of new vocabulary words; goal; performance indicators; overview and suggestions; description of any assignment(s) and/or job sheet(s) and listing of materials, tools, and equipment necessary to complete them; and supplementary references. An annotated bibliography contains references for further study and/or clarification of a topic. (YLB)

ED213890 CE031564

Ausland, Greg

Tilesetting. Pre-Apprenticeship Phase 2 Training. Student Training Modules.

Lane Community Coll., Eugene, Oreg.
Spons Agency-Employment and Training Administration (DOL), Washington, D.C.; Oregon State Dept. of Education, Salem.
Pub Date 81
Note-475p.; For related documents see CE 031 561-579.
EDRS Price - MF01/PC19 Plus Postage.
Descriptors-Behavioral Objectives; *Building Trades; Check Lists; *Flooring; Job Skills; Learning Activities; Learning Modules; Masonry; Pacing; Postsecondary Education; Tests; *Trade and Industrial Education; Two Year Colleges; Vocabulary
Identifiers-*Preapprenticeship Programs; *Tile Occupations

These 24 Student Training Modules on tilesetting comprise one of nine sets of self-paced learning modules developed for Pre-Apprenticeship Phase 2 Training. (A companion instructor's guide is available separately as CE 031 563.) The modules are designed to impart trade knowledge and skills to the student. Each module contains some or all of the following: cover sheet listing module title, goals, and performance indicators; study guide/checklist with directions for module completion; introduction; vocabulary listing and defining new trade or technical terms; supplementary references; information sheet(s) providing information and graphics covering the module topic(s); self-assessment; self-assessment answers; assignment sheet(s); job sheet(s) listing materials and tools necessary to complete tasks designed to develop manipulative skill; post assessment; and post assessment answers. Topics covered in the module include safety; manufacture of ceramic tile, types of tiles; mortar, tile adhesives, backings, layout and leveling tools, tile cutting and drilling tools, mortar tools, specialty tools, adhesive application and beating in, grouts, grout and mortar additives, sealers and cleaners, expansion joints, tile layout, how to grout, tub enclosures, counter tops, screeds, floors and wall installation, applying wall and floor mortar, and setting tile to cement mortar. (YLB)

ED213891 CE031565

Hamblen, Ron

Floor Covering. Pre-Apprenticeship Phase 2 Training. Instructor's Guide.

Lane Community Coll., Eugene, Oreg.
Spons Agency-Employment and Training Administration (DOL), Washington, D.C.; Oregon State Dept. of Education, Salem.
Pub Date 81
Note-55p.; For related documents see CE 031 561-579.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Annotated Bibliographies; Behavioral Objectives; *Building Trades; Carpeting; *Flooring; *Floor Layers; Postsecondary Education; Teaching Guides; *Trade and Industrial Education; Two Year Colleges
Identifiers-*Preapprenticeship Programs

This instructor's guide accompanies the self-paced student training modules on floor covering, available separately as CE 031 566. Introductory materials include a description of the components of the pre-apprenticeship project, discussion of teacher's role in students' completion of the modules, and scope and contents of Phase 2 training. Each of the 21 modules are briefly summarized according to this format: number of new vocabulary words; goal; performance indicators; overview and suggestions; description of any assignment(s) and/or job sheet(s) and listing of materials, tools, and equipment necessary to complete them; and supplementary references. An annotated bibliography contains references for further study and/or clarification of a topic. (YLB)

ED213892 CE031566

Hamblen, Ron

Floor Covering Pre-Apprenticeship Phase 2 Training. Student Training Modules.

Lane Community Coll., Eugene, Oreg.
Spons Agency-Employment and Training Administration (DOL), Washington, D.C.; Oregon State Dept. of Education, Salem.
Pub Date 81
Note-386p.; For related documents see CE 031 561-579.
EDRS Price - MF01/PC16 Plus Postage.
Descriptors-Behavioral Objectives; *Building Trades; Carpeting; Check Lists; *Flooring; *Floor Layers; Job Skills; Learning Activities; Learning Modules; Pacing; Postsecondary Education; Tests; *Trade and Industrial Education; Two Year Colleges; Vocabulary
Identifiers-*Preapprenticeship Programs

These 21 Student Training Modules on floor covering comprise one of nine sets of self-paced learning modules developed for Pre-Apprenticeship Phase 2 Training. (A companion instructor's guide is available separately as CE 031 565.) The modules are designed to impart trade knowledge and skills to the student. Each module contains some or all of the following: cover sheet listing module title, goals, and performance indicators; study guide/checklist with directions for module completion; introduction; vocabulary listing and defining new trade or technical terms; supplementary references; information sheet(s) providing information and graphics covering the module topic(s); self-assessment; self-assessment answers; assignment sheet(s); job sheet(s) listing materials and tools necessary to complete tasks designed to develop manipulative skill; post assessment; and post assessment answers. Topics covered in the module include resilient sheet materials and tiles; adhesives; carpet materials; padding materials; plastic laminates; surface preparation; layout; installing wall base and cutting tile; spreading adhesives; installing vinyl-asbestos tile; seaming sheet goods; installing sheet covering; installing tack strip; installing padding; cutting, trimming, and seaming carpet; using knee kicker and power stretcher; installing carpeting; measuring and cutting plastic laminate and metal trim; router and power tools; and installing plastic laminate. (YLB)

ED213893 CE031567

Cholewinski, Scott

Bricklaying. Pre-Apprenticeship Phase 2 Training. Instructor's Guide.

Lane Community Coll., Eugene, Oreg.
Spons Agency-Employment and Training Administration (DOL), Washington, D.C.; Oregon State Dept. of Education, Salem.
Pub Date 81
Note-55p.; For related documents see CE 031 561-579.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Annotated Bibliographies; Behavioral Objectives; *Bricklaying; *Building Trades; Masonry; Postsecondary Education; Teaching Guides; *Trade and Industrial Education; Two Year Colleges
Identifiers-*Preapprenticeship Programs

This instructor's guide accompanies the self-paced student training modules on bricklaying available separately as CE 031 568. Introductory materials include a description of the components of the pre-apprenticeship project, discussion of teacher's role in students' completion of the modules, and scope and contents of Phase 2 training. Each of the 23 modules is briefly summarized according to this format: number of new vocabulary words; goal; performance indicators; overview and suggestions; description of any assignment(s) and/or job sheet(s) and listing of materials, tools, and equipment necessary to complete them; and supplementary references. An annotated bibliography contains references for further study and/or clarification of a topic. (YLB)

ED213894 CE031568

Cholewinski, Scott

Bricklaying. Pre-Apprenticeship Phase 2 Training. Student Training Modules.

Lane Community Coll., Eugene, Oreg.
Spons Agency-Employment and Training Administration (DOL), Washington, D.C.; Oregon State Dept. of Education, Salem.
Pub Date 81
Note-315p.; For related documents see CE 031 561-579.
EDRS Price - MF01/PC13 Plus Postage.
Descriptors-Behavioral Objectives; *Bricklaying; *Building Trades; Check Lists; Job Skills; Learning Activities; Learning Modules; Masonry; Pacing; Postsecondary Education; Tests; *Trade and Industrial Education; Two Year Colleges; Vocabulary
Identifiers-*Preapprenticeship Programs

These 23 Student Training Modules on bricklaying comprise one of nine sets of self-paced learning modules developed for Pre-Apprenticeship Phase 2 Training. (A companion instructor's guide is available separately as CE 031 567.) The modules are designed to impart trade knowledge and skills to the student. Each module contains some or all of the following: cover sheet listing module title, goals, and performance indicators; study guide/checklist with directions for module completion; introduction; vocabulary listing and defining new trade or technical terms; supplementary references; information sheet(s); self-assessment;; self-assessment answers; assignment sheet(s); job sheet(s) listing materials and tools necessary to complete tasks designed to develop manipulative skill; post assessment;; post assessment answers. Topics covered in the module include mixing and applying mortar; jointing and brushing; brick and block; bonds; level and transit; layout; squaring; leads; grouting and reinforcing; ties and anchors; masonry saw; cutting brick and block units; clearing brickwork; rotary hammer; pneumatic hammer; stone; caulking; codes; fireplace footings, firebox, and smokeshelf; flashing; and artistic masonry. (YLB)

ED213895 CE031569

Hamblen, Ron

Plastering. Pre-Apprenticeship Phase 2 Training. Instructor's Guide.

Lane Community Coll., Eugene, Oreg.
Spons Agency-Employment and Training Administration (DOL), Washington, D.C.; Oregon State Dept. of Education, Salem.
Pub Date 81
Note-50p.; For related documents see CE 031 561-579.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Annotated Bibliographies; Behavioral Objectives; *Building Trades; Ceilings; Postsecondary Education; Structural Elements (Construction); Teaching Guides; *Trade and Industrial Education; Two Year Colleges
Identifiers-*Plasterers; Plasters; *Preapprenticeship Programs

This instructor's guide accompanies the self-paced student training modules on plastering, available separately as CE 031 570. Introductory materials include a description of the components of the pre-apprenticeship project, discussion of teacher's role in students' completion of the modules, and scope and contents of Phase 2 training. Each of the 20 modules are briefly summarized according to this format: number of new vocabulary words; goal; performance indicators; overview and suggestions; description of any assignment(s) and/or job sheet(s) and listing of materials, tools, and equipment necessary to complete them; and supplementary references. An annotated bibliography contains references for further study and/or clarification of a topic. (YLB)

ED213896 CE031570

Hamblen, Ron
Plastering. Pre-Apprenticeship Phase 2 Training. Student Training Modules.
Lane Community Coll., Eugene, Oreg.
Spons Agency-Employment and Training Administration (DOL), Washington, D.C.; Oregon State Dept. of Education, Salem.
Pub Date 81
Note-371p.; For related documents see CE 031 561-579.
EDRS Price - MF01/PC15 Plus Postage.
Descriptors-Behavioral Objectives; *Building Trades; Ceilings; Check Lists; Job Skills; Learning Activities; Learning Modules; Pacing; Postsecondary Education; Structural Elements (Construction); Tests; *Trade and Industrial Education; Two Year Colleges; Vocabulary
Identifiers-*Plasterers; Plasters; *Preapprenticeship Programs
These 20 Student Training Modules on plastering comprise one of nine sets of self-paced learning modules developed for Pre-Apprenticeship Phase 2 Training. (A companion instructor's guide is available separately as CE 031 569.) The modules are designed to impart trade knowledge and skills to the student. Each module contains some or all of the following: cover sheet listing module title, goals, and performance indicators; study guide/checklist with directions for module completion; introduction; vocabulary listing and defining new trade or technical terms; supplementary references; information sheet(s) providing information and graphics covering the module topic(s); self-assessment; self-assessment answers; assignment sheet(s); job sheet(s) listing materials and tools necessary to complete tasks designed to develop manipulative skill; post assessment; and post assessment answers. Topics covered in the module include plastering systems; basic lathing materials and techniques, preparing surfaces for plastering, aggregates and admixtures, materials and mixing of gypsum base coats, gypsum finish coats, veneer plasters, stucco plasters, new systems, loading the hawk and trowel, patching cracks and holes, setting dots and screeds, using a scratcher, applying and spreading plaster, rodding and darbying, floating, using stilts, spraying equipment, ornamental plastering, and templates. (YLB)

ED213897 CE031571

Snyder, James A.
Parts Counter. Pre-Apprenticeship Phase 2 Training. Instructor's Guide.
Lane Community Coll., Eugene, Oreg.
Spons Agency-Employment and Training Administration (DOL), Washington, D.C.; Oregon State Dept. of Education, Salem.
Pub Date 81
Note-56p.; For related documents see CE 031 561-579.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Advertising; Annotated Bibliographies; *Auto Parts Clerks; Behavioral Objectives; *Distributive Education; Merchandising; Postsecondary Education; *Retailing; *Salesmanship; Sales Occupations; Teaching Guides; Trade and Industrial Education; Two Year Colleges
Identifiers-*Preapprenticeship Programs
This instructor's guide accompanies the self-paced student training modules on parts counter, available separately as CE 031 572. Introductory materials include a description of the components of the pre-apprenticeship project, discussion of teacher's role in students' completion of the modules, and scope and contents of Phase 2 training. Each of the 23 modules are briefly summarized according to this format: number of new vocabulary words; goal; performance indicators; overview and suggestions; description of any assignment(s) and/or job sheet(s) and listing of materials, tools, and equipment necessary to complete them; and supplementary references. An annotated bibliography contains references for further study and/or clarification of a topic. (YLB)

ED213898 CE031572

Snyder, James A.

Parts Counter. Pre-Apprenticeship Phase 2 Training. Student Training Modules.

Lane Community Coll., Eugene, Oreg.
Spons Agency-Employment and Training Administration (DOL), Washington, D.C.; Oregon State Dept. of Education, Salem.
Pub Date 81
Note-361p.; For related documents see CE 031 561-579.
EDRS Price - MF01/PC15 Plus Postage.
Descriptors-Advertising; *Auto Parts Clerks; Behavioral Objectives; Check Lists; *Distributive Education; Job Skills; Learning Activities; Learning Modules; Merchandising; Pacing; Postsecondary Education; *Retailing; *Salesmanship; Sales Occupations; Tests; *Trade and Industrial Education; Two Year Colleges; Vocabulary
Identifiers-*Preapprenticeship Programs

These 23 Student Training Modules on parts counter comprise one of nine sets of self-paced learning modules developed for Pre-Apprenticeship Phase 2 Training. (A companion instructor's guide is available separately as CE 031 571.) The modules are designed to impart trade knowledge and skills to the student. Each module contains some or all of the following: cover sheet listing module title, goals, and performance indicators; study guide/checklist with directions for module completion; introduction; vocabulary listing and defining new trade or technical terms; supplementary references; information sheet(s) providing information and graphics covering the module topic(s); self-assessment; self-assessment answers; assignment sheet(s); job sheet(s) listing materials and tools necessary to complete tasks designed to develop manipulative skill; post assessment; and post assessment answers. Topics covered in the module include catalog arrangement and indexing, keeping catalogs current, interpreting customer needs, handling money, selling, salesmanship; picking merchandise (major suppliers, warehouse, small stores, special order parts, hard-to-get parts), shipping, pricing items for sale, operating a microfiche reader, inventory control, receiving merchandise, stock investment and turnover, stocking, returned merchandise, machine shop and customer service, identification of sheet metal body parts, and promotions, advertising, and merchandising. (YLB)

ED213899 CE031573

Moore, Doug
Drywall. Pre-Apprenticeship Phase 2 Training. Instructor's Guide.
Lane Community Coll., Eugene, Oreg.
Spons Agency-Employment and Training Administration (DOL), Washington, D.C.; Oregon State Dept. of Education, Salem.
Pub Date 81
Note-47p.; For related documents see CE 031 561-579.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adhesives; Annotated Bibliographies; Behavioral Objectives; *Building Trades; *Ceilings; *Construction Materials; Postsecondary Education; Structural Elements (Construction); Teaching Guides; *Trade and Industrial Education; Two Year Colleges; Welding
Identifiers-*Drywall Construction; *Preapprenticeship Programs
This instructor's guide accompanies the self-paced student training modules on drywall available separately as CE 031 574. Introductory materials include a description of the components of the pre-apprenticeship project, discussion of teacher's role in students' completion of the modules, and scope and contents of Phase 2 training. Each of the 18 modules are briefly summarized according to this format: number of new vocabulary words; goal; performance indicators; overview and suggestions; description of any assignment(s) and/or job sheet(s) and listing of materials, tools, and equipment necessary to complete them; and supplementary references. An annotated bibliography contains references for further study and/or clarification of a topic. (YLB)

ED213900 CE031574

Moore, Doug
Drywall. Pre-Apprenticeship Phase 2 Training. Student Training Modules.
Lane Community Coll., Eugene, Oreg.
Spons Agency-Employment and Training Administration (DOL), Washington, D.C.; Oregon State Dept. of Education, Salem.
Pub Date 81
Note-294p.; For related documents see CE 031 561-579.
EDRS Price - MF01/PC12 Plus Postage.
Descriptors-Adhesives; Behavioral Objectives; *Building Trades; *Ceilings; Check Lists; *Construction Materials; Job Skills; Learning Activities; Learning Modules; Pacing; Postsecondary Education; Structural Elements (Construction); Tests; *Trade and Industrial Education; Two Year Colleges; Vocabulary; Welding
Identifiers-*Drywall Construction; *Preapprenticeship Programs
These 18 Student Training Modules on drywall comprise one of nine sets of self-paced learning modules developed for Pre-Apprenticeship Phase 2 Training. (A companion instructor's guide is available separately as CE 031 573.) The modules are designed to impart trade knowledge and skills to the student. Each module contains some or all of the following: cover sheet listing module title, goals, and performance indicators; study guide/checklist with directions for module completion; introduction; vocabulary listing and defining new trade or technical terms; supplementary references; information sheet(s) providing information and graphics covering the module topic(s); self-assessment; self-assessment answers; assignment sheet(s); job sheet(s) listing materials and tools

necessary to complete tasks designed to develop manipulative skill; post assessment; and post assessment answers. Topics covered in the module include drywall; lifting, carrying, and handling drywall; drywall codes and ratings; plans, schedules, and specification; measuring and marking drywall; scoring, breaking, and edge treatments; attaching drywall with nails, screws, and adhesives; metal edge and corner trim; power-actuated tools; welding applications; installing cold-rolled channel runner; self-supporting drywall partitions; installing metal and structural studies; installing carrying channels for suspended ceilings; furring channel; and installing suspended grid and tile ceilings. (YLB)

ED213901 CE031575

Nama, Joe
Cement Finishing. Pre-Apprenticeship Phase 2 Training. Instructor's Guide.
Lane Community Coll., Eugene, Oreg.
Spons Agency-Employment and Training Administration (DOL), Washington, D.C.; Oregon State Dept. of Education, Salem.
Pub Date 81
Note-48p.; For related documents see CE 031 561-579.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Annotated Bibliographies; Behavioral Objectives; *Building Trades; *Cement Industry; Construction Materials; *Finishing; Postsecondary Education; Teaching Guides; *Trade and Industrial Education; Two Year Colleges
Identifiers-*Cement; *Preapprenticeship Programs
This instructor's guide accompanies the self-paced student training modules on cement finishing, available separately as CE 031 576. Introductory materials include a description of the components of the pre-apprenticeship project, discussion of teacher's role in students' completion of the modules, and scope and contents of Phase 2 training. Each of the 20 modules are briefly summarized according to this format: number of new vocabulary words; goal; performance indicators; overview and suggestions; description of any assignment(s) and/or job sheet(s) and listing of materials, tools, and equipment necessary to complete them; and supplementary references. An annotated bibliography contains references for further study and/or clarification of a topic. (YLB)

ED213902 CE031576

Nama, Joe

Cement Finishing. Pre-Apprenticeship Phase 2 Training. Student Training Modules.

Lane Community Coll., Eugene, Oreg.
Spons Agency-Employment and Training Administration (DOL), Washington, D.C.; Oregon State Dept. of Education, Salem.
Pub Date 81
Note-323p.; For related documents see CE 031 561-579.
EDRS Price - MF01/PC13 Plus Postage.
Descriptors-Behavioral Objectives; *Building Trades; *Cement Industry; Check Lists; Construction Materials; *Finishing; Job Skills; Learning Activities; Learning Modules; Pacing; Postsecondary Education; Tests; *Trade and Industrial Education; Two Year Colleges; Vocabulary
Identifiers-*Cement; *Preapprenticeship Programs

These 20 Student Training Modules on cement finishing comprise one of nine sets of self-paced learning modules developed for Pre-Apprenticeship Phase 2 Training. (A companion instructor's guide is available separately as CE 031 575.) The modules are designed to impart trade knowledge and skills to the student. Each module contains some or all of the following: cover sheet listing module title, goals, and performance indicators; study guide/checklist with directions for module completion; introduction; vocabulary listing and defining new trade or technical terms; supplementary references; information sheet(s); job sheet(s) listing materials and tools necessary to complete tasks designed to develop manipulative skill; post assessment; and post assessment answers. Topics covered in the module include concrete characteristics and properties; concrete types and uses; air-entrained concrete; aggregates and water; design of concrete mixtures; concrete reinforcing; layout; building simple forms; estimating; mixing concrete; testing plastic concrete; placing concrete; consolidating and striking off; finishing concrete; curing; forming and finishing steps; cold and hot weather placing, finishing and curing; forming and finishing curbs; and patching. (YLB)

ED213903 CE031577

Brath, Ed

Plumbing. Pre-Apprenticeship Phase 2 Training. Instructor's Guide.

Lane Community Coll., Eugene, Oreg.
Spons Agency-Employment and Training Administration (DOL), Washington, D.C.; Oregon State Dept. of Education, Salem.
Pub Date 81
Note-61p.; For related documents see CE 031 561-579.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Annotated Bibliographies; Behavioral Objectives; *Building Trades; *Plumbing; Postsecondary Education; Sanitary Facilities; Teaching Guides; *Trade and Industrial Education; Two Year Colleges
Identifiers-*Preapprenticeship Programs

This instructor's guide accompanies the self-paced student training modules on plumbing available separately as CE 031 578. Introductory materials include a description of the components of the pre-apprenticeship project, discussion of teacher's role in students' completion of the modules, and scope and contents of Phase 2 training. Each of the 26 modules are briefly summarized according to this format: number of new vocabulary words; goal; performance indicators; overview and suggestions; description of any assignment(s) and/or job sheet(s) and listing of materials, tools, and equipment necessary to complete them; and supplementary references. An annotated bibliography contains references for further study and/or clarification of a topic. (YLB)

ED213904 CE031578

Brath, Ed

Plumbing. Pre-Apprenticeship Phase 2 Training. Student Training Modules.

Lane Community Coll., Eugene, Oreg.
Spons Agency-Employment and Training Administration (DOL), Washington, D.C.; Oregon State Dept. of Education, Salem.
Pub Date 81
Note-394p.; For related documents see CE 031 561-579.
EDRS Price - MF01/PC16 Plus Postage.
Descriptors-Behavioral Objectives; *Building Trades; Check Lists; Job Skills; Learning Activities; Learning Modules; Pacing; *Plumbing; Postsecondary Education; Sanitary Facilities; Tests; *Trade and Industrial Education; Two Year Colleges; Vocabulary
Identifiers-*Preapprenticeship Programs

These 26 Student Training Modules on plumbing comprise one of nine sets of self-paced learning modules developed for Pre-Apprenticeship Phase 2 Training. (A companion instructor's guide is available separately as CE 031 577.) The modules are designed to impart trade knowledge and skills to the student. Each module contains some or all of the following: cover sheet listing module title, goals, and performance indicators; study guide/checklist with directions for module completion; introduction; vocabulary listing and defining new trade or technical terms; supplementary references; information sheet(s) providing information and graphics covering the module topic(s); self-assessment; self-assessment answers; assignment sheet(s); job sheet(s) listing materials and tools necessary to complete tasks designed to develop manipulative skill; post assessment; and post assessment answers. Topics covered in the module include pipe materials; fittings; plumbing valves; adhesives; cutting of pipe materials; reaming, cleaning, and threading; attaching pipes and fittings with solder and cement; attaching threaded pipe and fittings; plumbing systems; soil system; waste system; vent system; water system; gas piping system; plumbing tests and inspection; tub and shower; lavatory; water closet; kitchen sink, garbage disposal, and dishwasher; laundry tub; water heater; repair; sewer cleaning and tools; and specialty buildings. (YLB)

ED213905

CE031579

Survival Skills. Pre-Apprenticeship Phase 2 Training. Instructors Guide
Lane Community Coll., Eugene, Oreg.
Spons Agency-Employment and Training Administration (DOL), Washington, D.C.; Oregon State Dept. of Education, Salem.
Pub Date 81
Note-624p.; For related documents see CE 031 561-578.
EDRS Price - MF03/PC25 Plus Postage.
Descriptors-Behavioral Objectives; Budgeting; Career Development; Check Lists; Child Abuse; Coping; Credit (Finance); Day Care; Death; Disabilities; Divorce; Drinking; Drug Use; Employer Employee Relationship; Family Health; *Family Relationship; Inflation (Economics); Insurance; *Interpersonal Competence; Job Search Methods; Learning Activities; Learning Modules; *Money Management; Older Adults; Pacing; Parent Child Relationship; Postsecondary Education; Sex Fairness; *Skill Development; Teaching Guides; Tests; Trade and Industrial Education; Two Year Colleges; Unemployment; *Work Attitudes
Identifiers-Bankruptcy; *Preapprenticeship Programs; Sexual Harassment; Stress (Biological); *Survival Skills; Time Management

This instructor's guide contains the 43 Survival Skills modules developed for Pre-Apprenticeship Phase 2 Training. Introductory materials include a description of components of the pre-apprenticeship project, recommendations for module implementation, and synopses of the modules that were developed to prompt social skills development. Each module contains some or all of the following: cover sheet listing module title, goals, and performance indicators; study guide/checklist with directions for module completion; information sheet(s) providing information covering the module topic(s); self-assessment; self-assessment answers; assignment sheets; and post assessment. Topics covered in the modules include work, career development, work relationships, becoming a supervisor, being successful at work, unemployment, unemployment benefits, Workers' Compensation, sexual harrassment, job search, life insurance, day care, child abuse, parent-teenager conflicts, responsibility for the elderly, divorce, death, physical and mental handicaps, mental illness, being overweight, drugs, alcohol, losing auto insurance or driver's license, arrest, release from prison, establishing credit, help for financial difficulties, bankruptcy, inflation, budgeting, health care, eviction, buying a house, moving, stress, using time effectively, effective listening, and relationships with others. (YLB)

ED213906 CE031586

Banta, Trudy W.; Boser, Judith A.

Evaluation of Tennessee's State Plan for Career Education, 1980-81.

Tennessee Univ., Knoxville. Bureau of Educational Research and Service.
Spons Agency-Tennessee State Dept. of Education, Nashville.

Pub Date Dec 81
Note-52p.; For a related document see ED 201 729.
Available from-Bureau of Educational Research and Service, University of Tennessee, Knoxville, TN 37916 ($7.00).
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Advisory Committees; *Career Education; Educational Cooperation; Educational Needs; *Educational Objectives; Elementary Secondary Education; Financial Support; Fused Curriculum; Inservice Teacher Education; Instructional Materials; Needs Assessment; Objectives; Participation; Program Costs; *Program Development; *Program Effectiveness; Program Evaluation; Publicity; Resource Allocation; *School Districts; *Statewide Planning; Teaching Methods
Identifiers-*Tennessee

Data from individual final project reports and evaluation reports prepared by external evaluators were compiled to evaluate the 17 local projects that were conducted in Tennessee during 1980-81 under the provisions of the Career Education Incentive Act. Included among those areas examined during the evaluation were the following: project activities and program components, advisory council composition and functioning, groups cooperating with the school system in implementing or maintaining career education efforts, needs assessment activities, staff participation and areas addressed in inservice, extent of participation in infusing career education into curricular areas, subject areas in which such infusion occurred, teachers' use of career education infusion techniques, project accomplishments and publicity efforts, access to career education materials, and funding. After evaluating the 17 projects in terms of the 13 objectives specified in the 1980-81 Tennessee state plan for career education (most of which addressed needs for staff training and provision of instructional materials), researchers determined that nearly all the criterion-referenced objectives specified in the state plan were achieved. In only two areas did achievements fall somewhat below predicted levels. These areas were utilization of advisory councils and reduction of bias/stereotyping. (The 1979-1980 evaluation report is available separately--see note.) (MN)

ED213907 CE031589

Dugger, William E., Jr.; And Others
Standards for Industrial Arts Programs.
Virginia Polytechnic Inst. and State Univ., Blacksburg.
Spons Agency-Office of Vocational and Adult Education (ED), Washington, D.C.
Pub Date Nov 81
Contract No-300-78-1565
Note-70p.; For related documents see CE 031 590-592 and ED 198 258.
Available from-American Industrial Arts Association, 1914 Association Dr., Reston, VA 22091 (Set of guides and standards, $4.00, plus postage. Postage for 1-10 copies, $0.60; 11-50, $0.90; 51-100, $1.25).
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Educational Needs; Educational Objectives; Educational Philosophy; *Educational Practices; Elementary Education; Guidelines; *Industrial Arts; Postsecondary Education; *Program Administration; *Program Development; *Program Evaluation; Program Guides; Program Implementation; Public Relations; Safety; School Safety; Secondary Education; Services; Sex Fairness; *Standards; Teacher Developed Materials; Teachers; Vocational Education

Developed by over 400 industrial arts teachers, state and local supervisors, teacher educators, and consultants, these standards are comparative statements that were developed to determine the strengths and weaknesses of industrial arts programs. While the standards were written primarily for secondary school level industrial arts programs, many of them are also applicable for elementary and postsecondary programs. The standards are divided according to the following ten topics; philosophy (development, utilization, review and revision); instructional program (goals, objectives, content, scheduling); student populations served (individual differences, sex equity); instructional staff (legal/regulatory qualifications, professional responsibilities, personal qualifications); administration and supervision (staffing, planning and organizing, budgeting, directing, monitoring, data collecting and reporting, communicating); support services (human resources, physical resources, financial resources); instructional strategies (planning, implementing, reviewing and revising); public relations (target populations, media); safety and health (program, physical environment, records); and evaluation process (establishing a data collection and analysis system, collecting and analyzing data, reporting, decision making). Also provided are forms for completing an industrial arts program profile and a deficiency corrections report. (A series of related industrial arts program guides are available separately--see note.) (MN)

ED213908 CE031590

Dugger, William E., Jr., And Others
AIASA Guide for Industrial Arts Programs.
Virginia Polytechnic Inst. and State Univ., Blacksburg.
Spons Agency-Office of Vocational and Adult Education (ED), Washington, D.C.
Pub Date Nov 81
Contract No-300-78-1565
Note-20p.; For related documents see CE 031 589-592 and ED 198 258.
Available from-American Industrial Arts Association, 1914 Association Dr., Reston, VA 22091 (Set of guides and standards, $4.00, plus postage. Postage for 1-10 copies, $0.60; 11-50, $0.90; 51-100, $1.25).

EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Fused Curriculum; Guidelines; *Industrial Arts; Objectives; *Program Development; Program Guides; *Program Implementation; School Districts; Standards; *Student Organizations; Vocational Education
Identifiers-*American Industrial Arts Student Association

This guide contains information for use in organizing a local chapter of the American Industrial Arts Student Association (AIASA). Presented first are a series of standards pertaining to AIASA philosophy, instructional program and staff, administration and supervision, support systems, instructional strategies, and public relations. Following a discussion of improving education through student organizations, the mission, recognition, and specific purposes of the AIASA are outlined. Discussed next are integrating AIASA into the industrial arts program and implementing AIASA at the classroom and laboratory level. Procedures are set forth for organizing a local school AIASA chapter. Also provided are brief descriptions of state and national associations of the AIASA. (A series of related industrial arts program guides are available separately--see note.) (MN)

ED213909 CE031591

Dugger, William E., Jr.; And Others
Sex Equity Guide for Industrial Arts Programs.
Virginia Polytechnic Inst. and State Univ., Blacksburg.
Spons Agency-Office of Vocational and Adult Education (ED), Washington, D.C.
Pub Date Nov 81
Contract No-300-78-1565
Note-25p.; For related documents see CE 031 589-592 and ED 198 258.
Available from-American Industrial Arts Association, 1914 Association Dr., Reston, VA 22091 (Set of guides and standards, $4.00, plus postage. Postage for 1-10 copies, $0.60; 11-50, $0.90; 51-100, $1.25).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Change Strategies; Curriculum; Curriculum Evaluation; Definitions; Educational Needs; Guidelines; *Industrial Arts; Instructional Materials; Needs Assessment; *Program Development; *Program Evaluation; Program Guides; Program Implementation; *Sex Fairness; Social Change; *Standards; Teacher Evaluation; Textbook Evaluation; Vocational Education
This guide provides information for use in achieving sex equity in industrial arts programs. Listed first are a series of standards pertaining to sex equity in industrial arts programs. Following a discussion of the impact of social change on education, the concept of sex equity is examined. Defined next are the major terms used in the guide. The issue of sex equity and industrial arts education is examined briefly. Covered next are the following strategies for achieving sex equity: (1) assessing sex-fair teaching behaviors, (2) reviewing

guidelines for sex-fair language, (3) evaluating curriculum and instructional materials, (4) determining progress toward achieving sex equity, and (5) planning future progress. Also provided are information on resource personnel and selected references. (A series of related industrial arts program guides are available separately--see note.) (MN)

ED213910 CE031592

Dugger, William E., Jr.; And Others
Special Needs Guide for Industrial Arts Programs.
Virginia Polytechnic Inst. and State Univ., Blacksburg.
Spons Agency-Office of Vocational and Adult Education (ED), Washington, D.C.
Pub Date Nov 81
Contract No-300-78-1565
Note-26p.; For related documents see CE 031 589-591 and ED 198 258.
Available from-American Industrial Arts Association, 1914 Association Dr., Reston, VA 22091 (Set of guides and standards, $4.00, plus postage. Postage for 1-10 copies, $0.60; 11-50, $0.90; 51-100, $1.25).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Accessibility (for Disabled); Curriculum Development; *Disabilities; *Disadvantaged; Economically Disadvantaged; Educational Facilities; Educationally Disadvantaged; Educational Resources; Facility Guidelines; *Gifted; Guidelines; Individualized Instruction; *Industrial Arts; Instructional Development; Physical Disabilities; *Program Development; Program Guides; Program Implementation; Student Evaluation; *Student Needs; Teaching Methods; Vocational Education
Identifiers-*Special Needs Students
This guide contains information for use in modifying industrial arts programs to serve special needs students. Listed first are a series of standards pertaining to special needs students in industrial arts programs. Following a discussion of serving students with special needs in industrial arts, guidelines are set forth for identifying special needs learners. In an examination of accommodating special needs students in the industrial arts program the following topics are covered: individualizing programs, modifying the physical environment, and modifying curriculum and instructional approaches. Specific instructional strategies are provided for the various special needs areas. Described next are ways to identify and use resources to facilitate industrial arts instruction. (A series of related industrial arts program guides are available separately--see note.) (MN)

ED213911 CE031612

Doherty, Linda M.; Bacon, Steven F.

Correctional Retraining in the Navy: An Evaluation. Final Report, FY80-81.

Navy Personnel Research and Development Center, San Diego, Calif.
Report No-NPRDC-TR-82-35
Pub Date Feb 82
Note-41p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adult Education; Attrition (Research Studies); *Correctional Rehabilitation; *Counseling; Counseling Services; Discipline; Educational Research; Job Performance; Job Training; Military Personnel; *Military Training; *Motivation; *Program Effectiveness; Program Evaluation; Recidivism; *Retraining
Identifiers-Navy; United States

A project evaluated the effectiveness of two pilot Correctional Custody Units (CCUs), at Pearl Harbor, Hawaii, and Coronado, California, and the Behavioral Skills Training Unit (BEST) at Norfolk, Virginia. These units were intended to retrain errant, but potentially productive, first-term enlistees through a program of discipline, motivational and military skills training, and counseling. The research compared overall effectiveness in terms of attrition, performance, and recidivism and identified factors related to outcome measures and success within each program. Programs were evaluated on followup measures of attrition, performance, and disciplinary actions, as well as on interview data collected. Results indicated that individuals improved in their performance following retraining but that the improvement decreased at six months. The frequency of disciplinary actions prior to and following retraining showed a significant decrease, indicating these retraining units were effective in countering disciplinary problems. Attrition data for one-year followup of these units showed that all units had a lower attrition than did a comparable control group, with CCU Coronado and BEST having substantially lower rates. Policy recommendations were developed for the CCUs/BEST units themselves, operational user commands, Navy corrections program, and further research and development. (Author/YLB)

ED213912 CE031616

Affirmative Action to Employ Mentally Restored People.
National Inst. of Mental Health (DHHS), Bethesda, Md.; President's Committee on Employment of the Handicapped, Washington, D.C.
Report No-DHHS-Pub-ADM-81-1073
Pub Date 81
Note-21p.; For a related document see CE 031 618.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adults; *Affirmative Action; Emotional Disturbances; Employees; Employer Attitudes; Employer Employee Relationship; Employment Opportunities; *Employment Practices; Employment Qualifications; *Equal Opportunities (Jobs); *Federal Legislation; *Federal Regulation; *Mental Disorders; Personnel Selection; Recruitment
Identifiers-*Rehabilitation Act 1973; Veterans Readjustment Assistance Act Section 402

This booklet consists of highlights of regulations issued by the United States Department of Labor, the Office of Civil Rights of the Department of Education, the Office of Personnel Management, and various other federal agencies regarding affirmative action in the hiring of the handicapped, especially persons who have recovered from mental or emotional illness. In this short narrative, the booklet introduces affirmative action and explains how it pertains to the employment of mentally restored people. It then covers the provisions of Sections 501, 503, 504 of the Rehabilitation Act of 1973, and Section 402 of the Veterans Readjustment Assistance Act, especially as they apply to mentally restored people. The booklet then explains how employers should implement affirmative action, and contains procedures for persons who feel they have been discriminated against to file a complaint. (KC)

ED213913 CE031618

Eight Questions Employers Ask About Hiring the Mentally Restored.
National Inst. of Mental Health (DHHS), Bethesda, Md.
Report No-DHHS-Pub-ADM-81-1072
Pub Date 81
Note-20p.; For a related document see CE 031 616.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adults; Emotional Disturbances; *Employee Attitudes; Employees; *Employer Attitudes; *Employer Employee Relationship; *Employment Opportunities; Employment Practices; *Employment Qualifications; Equal Opportunities (Jobs); *Mental Disorders; Personnel Selection; Vocational Adjustment

Perhaps two million or more people in the United States have experienced mental or emotional problems, have been treated and returned to the community, and want their lives to be as normal as possible. Unfortunately, these people often face insurmountable obstacles in finding a job, largely because of public and employer ignorance or prejudice toward them. The purpose of this pamphlet is to take a look at these people, at their advantages as potential employees as well as their shortcomings, and to give employers answers to questions that they frequently ask concerning mentally restored individuals and their ability to work. The following eight questions are considered from an employer's point of view: (1) Who are the mentally restored? (2) Can mentally restored persons succeed? (3) What kinds of work are they suited for? (4) Will I have the problem of rapid turnover? (5) How will mentally restored workers affect my other employees? (6) Are mentally restored persons unpredictable and dangerous? (7) Will my taxes be affected? (8) Will my health and disability insurance costs go up? These questions are answered with facts in a manner meant to be reassuring to employers and to point out the benefits of hiring mentally restored persons. (KC)

ED213914 CE031624

Cohen, Judy; And Others

A Reading and Writing Program Using Language-Experience Methodology Among Adult ESL Students in a Basic Education Program. Administrators/Instructors Manual.

Guadalupe Educational Programs, Inc., Salt Lake City, UT.
Spons Agency-Office of Vocational and Adult Education (ED), Washington, D.C.; Utah State Board of Education, Salt Lake City.
Pub Date Nov 81
Note-173p.; For a related document see CE 031 625.
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Adult Basic Education; *Adult Literacy; Adult Programs; Adult Students; Educational Assessment; *English (Second Language); Functional Literacy; Immigrants; *Language Experience Approach; *Literacy Education; Minority Groups; Models; Program Development; Program Implementation; *Reading Instruction; Teaching Methods; *Tutoring; Tutors; Writing Instruction

The LEX [language experience] Process for English Reading Instruction, a pilot project of the Guadalupe Educational Programs, Inc., Salt Lake City, Utah, during 1980-81, is presented in this 300-page manual that describes how the LEX Process model may be replicated by educational agencies seeking to provide survival and functional English as a second language (ESL) to immigrant and minority people. The Process employs the methods of "language experience" in response to the widely varied language abilities of the students. Those students who are literate and who have gained survival-level communication skills, available in another component of the program, are the target students of the model. The model offers administrators of ESL programs an effective structure in which a professional ESL staff provides for training and supervision of community volunteers. Instruction is individualized in a one-to-one tutor-student relationship. The developers of the model state that it can be operated at less cost per student than the traditional classroom model if a sufficiently large space is available for effective interaction between staff and tutors. The manual is arranged in separate sections for administrators, staff, and tutors. Necessary forms, test materials, directions, and suggested activities are provided. Sections or pages may be removed and duplicated separately. (Author/KC)

ED213915 CE031625

Cohen, Judy; And Others

A Reading and Writing Program Using Language-Experience Methodology Among Adult ESL Students in a Basic Education Program. Volunteer Tutor Manual.

Guadalupe Educational Programs, Inc., Salt Lake City, UT.
Spons Agency-Office of Vocational and Adult Education (ED), Washington, D.C.; Utah State Board of Education, Salt Lake City.
Pub Date Nov 81
Note-210p.; For a related document see CE 031 624.
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-Adult Basic Education; Adult Literacy; Adult Programs; Adult Students; Educational Assessment; *English (Second Language); Functional Literacy; Immigrants; *Language Experience Approach; Lesson Plans; *Literacy Education; Minority Groups; Models; Program Development; Program Implementation; *Reading Instruction; Teaching Methods; *Tutoring; Tutors; Volunteers; *Volunteer Training

This manual is designed to aid volunteer tutors to use the LEX [language experience] Process for English Reading Instruction Manual (see note) to provide survival and functional English as a second language (ESL) to immigrant and minority people. The Process employs the methods of "language experience" in response to the widely varied language abilities of the students. Those students who are literate and who have survival-level communication skills, available in another component of the program, are the target students of the model. This volunteer tutor's manual contains four sections. The first section introduces the LEX process, states the requirements of volunteers, and explains the basic teaching strategies of the process. The following two sections of the manual apply the language experience process first to reading one's own language, and then to reading the language of others. Finally, the last section illustrates the teaching of language skills through a sample lesson plan. (KC)

ED213916 CE031627

Fisher, Donald W.; And Others
The Development of Standards to Ensure the Competency of Physician Ass.stants. Volume I of V: Summary Report. Final Report, July 1, 1976-August 14, 1979.
American Academy of Physician Assistants, Arlington, VA.
Spons Agency-Health Resources Administration (DHEW/PHS), Bethesda, Md. Bureau of Health Manpower.
Pub Date Aug 79
Contract No-HRA-231-76-0053
Note-41p.; For related documents see CE 031 628-631.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Academic Standards; *Accreditation (Institutions); Allied Health Occupations Education; Competence; *Continuing Education; Educational Research; Evaluation; Job Skills; *Occupational

Information; *Physicians Assistants; Postsecondary Education; Profiles; *Self Evaluation (Individuals); Staff Role; Standards; Systems Development
Identifiers-Individual Physician Profile; *Role Delineation
This report, volume 1 of 5 that were produced by a study, summarizes the study to address the further refinement of the physician assistant (PA) role and continuing medical education (CME) for PAs by developing standards to ensure PA competence. Methods and results of the study are discussed independently for each objective by providing a summary of each of the other four volumes, each of which focuses on one project component. These components are summarized: role delineation for the PA (volume 2), development of a self-assessment examination for PA (volume 3), assessment of the applicability of the Individual Physician Profile program for PAs (volume 4), and design of a system of accreditation and maintenance of a roster of CME programs for PAs (volume 5). Seven recommendations are made for future projects: investigation of relationships between the role delineation and PA education and evaluation, establishment of periodic reverification process for role delineation, profiling of PA profession, further refinement of self-assessment mechanisms, study of impact of CME on PAs' practices, development of learning packages, and development of system ensuring that CME is regularly available covering all areas of the role delineation. (YLB)

ED213917 CE031628

Fisher, Donald W.; Faulman, Jane

The Development of Standards to Ensure the Competency of Physician Assistants. Volume II of V: Role Delineation for the Physician Assistant. Final Report, July 1, 1976-August 14, 1979.

American Academy of Physician Assistants, Arlington, VA.
Spons Agency-Health Resources Administration (DHEW/PHS), Bethesda, Md. Bureau of Health Manpower.
Pub Date Aug 79
Contract No-HRA-231-76-0053
Note-102p.; For related documents see CE 031 627-631.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Allied Health Occupations Education; Competence; Educational Research; *Entry Workers; *Job Skills; *Occupational Information; *Physicians Assistants; Postsecondary Education; Standards
Identifiers-*Role Delineation

The first task in the role delineation for the Physician Assistant (PA) was the verification of the entry level generalist position. Using the verified role delineation and data collected from practicing PAs, the possibility of multiple PA positions was investigated as the second task. Two samples of PAs completed task checklists. Responses of a sample of PAs with several years' experience were studied for evidence of a specialist position. It was decided that there was one PA position and therefore, one role delineation. The remainder of the volume--approximately four-fifths--considers use of the role delineation and describes the role delineation of a PA. A definition is provided, and the topics of supervision, primary care, and appropriate use and limitations of the role delineation are discussed. The description of the role delineation addresses the three areas of competence included in the PA role delineation and the 11 major responsibilities that fall roughly into these three categories. The complete role delineation is provided in outline form and lists those tasks which all PAs should be competent to perform. (A summary statement of the working committee is appended.) (YLB)

ED213918 CE031629

Fisher, Donald M.; D'Costa, Ayres

The Development of Standards to Ensure the Competency of Physician Assistants. Volume III of V: Development of a Self-Assessment Examination for Physician Assistants. Final Report, July 1, 1976-August 14, 1979.

American Academy of Physician Assistants, Arlington, VA.
Spons Agency-Health Resources Administration (DHEW/PHS), Bethesda, Md. Bureau of Health Manpower.
Pub Date Aug 79
Contract No-HRA-231-76-0053
Note-132p.; For related documents see CE 031 627-631.
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Allied Health Occupations Education; Competence; *Continuing Education; *Criterion Referenced Tests; Educational Research; Entry Workers; Job Skills; *Physicians Assistants; Postsecondary Education; *Self Evaluation (Individuals); Standards; *Test Construction; *Test Interpretation
Identifiers-Role Delineation

Using the Role Delineation study as the basis (see CE 031 628), a project developed a criterion-referenced self-assessment examination for physican assistants (PAs) from which appropriate continuing education could be developed. Working committees consisting of PAs and PA educators first developed five 80-item test sections and then 315 items which were assembled into a six-hour, two-section examination. The domain of the examination was the competency skills and knowledge expected of an entry-level generalist PA and had been defined in terms of two sets of scales: 17 role scales and 28 body system scales. Following this discussion of the project procedures, certain technical issues are examined in section 3, including objectives of self-assessment examination, test specifications, scales definition, item generation through use of the critical incidents technique, test item revision, test interpretation (proper use of test results), and technical limitations and deficiencies. Section 4 focuses on planning for the development of a national pilot continuing medical education system for PAs. Exhibits, amounting to approximately one-third of the volume, include an unprioritized list of program and research objectives, 11 areas of the PA Role Delineation, data tables and graphs from the two try-outs of the examination, and an example computer report and interpretive leaflet sent to persons who took the examination. (YLB)

ED213919 CE031630

Fisher, Donald W.; Crain, Mary Jane

The Development of Standards to Ensure the Competency of Physician Assistants. Volume IV of V: Assessment of the Applicability of the Individual Physician Profile Program for Physician Assistants. Final Report, July 1, 1976-August 14, 1979.

American Academy of Physician Assistants, Arlington, VA.
Spons Agency-Health Resources Administration (DHEW/PHS), Bethesda, Md. Bureau of Health Manpower.
Pub Date Aug 79
Contract No-HRA-231-76-0053
Note-91p.; For related documents see CE 031 627-631.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Allied Health Occupations Education; Competence; *Continuing Education; Educational Needs; Educational Research; *Individual Needs; *Physicians Assistants; Postsecondary Education; *Self Evaluation (Individuals); Standards; *Test Use
Identifiers-*Individual Physician Profile; *Test Appropriateness

The applicability of the University of Wisconsin-Extension's Individual Physician Profile (IPP) program was assessed for applicability for physician assistants (PAs). (The program was designed to help general physicians analyze their practice and identify areas in which they need continuing medical education.) A sample of 89 (of 100 selected) PAs completed the IPP program. Attitudinal data were collected from PAs who had been contacted and/or who participated in IPP regarding participants' reactions to the program and the reasons PAs had for beginning but not completing IPP, for declining to participate, or for not responding to the invitation to participate. To measure the extent to which IPP helped PAs discover and meet their continuing medical education (CME) needs, participants' CME activities were monitored prior to, during, and after IPP completion. This enabled comparison of IPP recommendations with actual CME-related behavior. Evaluation and Advisory Committee members also reviewed sections from the University of Wisconsin-Extension's "Educational Resource Index" for currentness and appropriateness for PAs. The Evaluation Committee concluded that IPP, as currently designed and implemented, was not applicable for PAs. (Exhibits include the IPP and other instruments and project correspondence.) (YLB)

ED213920 CE031631

Fisher, Donald W.; Crain, Mary Jane

The Development of Standards to Ensure the Competency of Physician Assistants. Volume V of V: The Design of a System of Accreditation and Maintenance of a Roster of CME Programs for Physician Assistants. Final Report, July 1, 1976-August 14, 1979.

American Academy of Physician Assistants, Arlington, VA.
Spons Agency-Health Resources Administration (DHEW/PHS), Bethesda, Md. Bureau of Health Manpower.
Pub Date Aug 79
Contract No-HRA-231-76-0053
Note-174p.; For related documents see CE 031 627-630.
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Accreditation (Institutions); Accrediting Agencies; *Allied Health Occupations Education; *Continuing Education; *Directories; *Physicians Assistants; Postsecondary Education; Program Design; Retraining; Standards; *Systems Development
Identifiers-American Academy of Physician Assistants

A project was conducted to suggest modifications to the American Academy of Physician Assistants' accreditation system for group-oriented continuing medical education (CME) programs. Other objectives were to maintain a roster of such CME programs and search for alternative means for physician assistants (PAs) to maintain and update their skills and knowledge. A system was developed to cross-reference a roster of CME programs chronologically, by state, and by topic presented. A roster of 411 CME programs was maintained from July 1976 to June 1978. Designing alternative CME accreditation mechanisms was accomplished through two methods. The Evaluation and Advisory Committees provided input. CME checklist data were collected from PAs taking part in group-oriented CME programs on reasons PAs attend programs, how they feel they learn best, and how they evaluate programs. Supervising physicians were also queried regarding CME for PAs. A suggested alternative was the proposed Coordinating Committee on CME Accreditation to utilize educational experts, practicing PAs, physicians, and program organizers in the accrediting process. Requirements were also recommended for individual program and sponsor accreditation. (Exhibits, amounting to approximately two-thirds of the volume, include the roster of CME programs and checklist data.) (YLB)

ED213921 CE031632

Clarke, Ronald H.; And Others

Workers' Attitudes toward Productivity. A New Survey.

Chamber of Commerce of the United States, Washington, D.C.

Report No-ISBN-0-89834-026-8

Pub Date 80

Note-35p.; For a related document see CE 031 633.

Available from-U.S. Chamber of Commerce, 1615 H St., N.W., Washington, DC 20402 ($8.00; 2-9 copies, $7.75 each; 10-24, $7.50 each; 25 or more, $7.25 each).

Document Not Available from EDRS.

Descriptors-*Employee Attitudes; *Employer Employee Relationship; *Goal Orientation; Health; Inservice Education; Job Satisfaction; Job Training; Labor Conditions; *Motivation; National Surveys; Organizational Climate; Organizational Development; *Productivity; Promotion (Occupational); Safety; Salaries; Wages; *Work Attitudes; Work Environment

In response to the steady decline in productivity in the United States, the United States Chamber of Commerce in cooperation with the Gallup Organization conducted a survey of workers to determine their attitudes toward productivity. The probability survey sample of more than 800 workers shows that American workers are optimistic about the ability of the United States to improve productivity and performance. An overwhelming majority believe that if they were more involved in making decisions that affect their job, they would work harder and do a better job. The workers suggest that motivation could be provided through recognition for their hard work through better jobs and financial rewards. More than one-half of the workers believe that it would be difficult to get another job should they lose their present job. In fact, a plurality believe job security is the most imporatant aspect of the job they now have. Money ranks second. With regard to compensation, workers believe that their pay ought to be equal to the value of their output. However, a significant proportion believe that other considerations should be important in determining their pay. On the subject of health and safety, a plurality of the workers would trust a team of management and workers to decide difficult issues regarding health and safety, rather than people removed from the job site. The survey reveals a low level of worker participation in educational and training programs, which may affect workers' attitudes and abilities. At the same time, a majority claim that changes in workers' attitudes and abilities would bring about the greatest improvement in the performance and productivity of their companies or organizations. (KC)

ED213922 CE031633

Management Attitudes toward Productivity.
Chamber of Commerce of the United States, Washington, D.C.
Report No-ISBN-0-89834-042-X
Pub Date 81
Note-47p.; For a related document see CE 031 632.
Available from-U.S. Chamber of Commerce, Economic Policy Division, 1615 H St., N.W., Washington, D.C. 20062 ($6.00; 10-99 copies, $4.80 each; 100 or more, $4.20 each).
Document Not Available from EDRS.
Descriptors-*Administrator Attitudes; Administrator Role; Administrators; Employee Attitudes; *Employer Attitudes; Employer Employee Relationship; *Employment Practices; Goal Orientation; Job Satisfaction; Labor Conditions; *Motivation; National Surveys; Organizational Climate; Organizational Development; Personnel Policy; *Productivity; Promotion (Occupational); Salaries; Wages; *Work Attitudes; Work Environment

In an attempt to discover management attitudes toward productivity, including management's views about worker attitudes and their motivation, managerial practices and organization, and possible changes to effect improvements in productivity, the United States Chamber of Commerce surveyed a sample of 1,870 top business executives across the country (1,083 responses) and compared the findings with the Chamber's survey of worker attitudes toward productivity (see note). Some of management's views included the following. Management thinks employees are concerned about quality of products, and are enthusiastic about trying to improve productivity. They think that if workers are involved with decisions that affect their jobs they will work harder. Slightly more than half of the executives think personal recognition is the most effective way to encourage people to come up with good ideas (while a plurality of workers think monetary reward would be most effective). The executives see public policy changes such as lower inflation and decreased federal regulations as needed for productivity improvement, and they think that changing workers' attitudes and abilities (including those of supervisors) would be the biggest factor in improving productivity. More than half the executives report that their companies have experienced a slow rise in productivity over the last few years, and 46 percent of the firms have a staff or person responsible for improving productivity. One or more economic rewards beyond the wage or salary are the most commonly used incentives to motivate people, according to the survey. (KC)

ED213923 CE031634

Productivity, People, and Public Policy.
Chamber of Commerce of the United States, Washington, D.C.
Pub Date [81]
Note-18p.
Available from-Chamber of Commerce of the United States, 1615 H Street, N.W., Washington, D.C. 20062 (1-9 copies, $10.00 each; 10-99, $9.00 each; 100 or more, $8.00 each).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adults; Definitions; *Economic Development; Finance Reform; Financial Policy; Financial Problems; *History; *Inflation (Economics); Policy Formation; *Productivity; Public Policy; Retrenchment; Salaries; Wages; *Work Attitudes
Identifiers-*United States

This booklet, prepared by the United States Chamber of Commerce, is intended to help create a better public understanding of how productivity affects this country and to suggest how people can change public policy in favor of a revitalized America. The booklet is organized in five sections. The first section defines productivity and introduces the problem of the decline of productivity in the United States; these concepts are augmented in the second section by a discussion of measures of productivity and real earnings as related to productivity. In section 3, the economic history of the United States is explored as it relates to the slowdown of productivity in recent years. Section 4 further explores the productivity problem--what caused it, what has happened to investment incentives, and what the experts say; some solutions are proposed in the last section. An appendix to the publication contains tables showing real spendable average weekly earnings, 1947-1980; United States spending on research and development; growth rate of the real net capital stock; average age of United States equipment and structures, 1925-1980; and cash flow as a percent of Gross National Product. (KC)

ED213924 CE031635

Vocational Education for the Handicapped. Clothing Service Guide.
Texas Education Agency, Austin. Dept. of Occupational Education and Technology.; Texas Tech Univ., Lubbock. Home Economics Instructional Materials Center.
Pub Date May 80
Note-425p.; For a related document see CE 031 636.
Available from-Home Economics Instructional Materials Center, Texas Tech University, P.O. Box 4067, Lubbock, TX 79409 ($15.00).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Behavioral Objectives; *Clothing; Clothing Instruction; Competence; Curriculum Development; *Disabilities; Equipment Utilization; Fashion Industry; Guidelines; Instructional Materials; *Job Skills; Laundry Drycleaning Occupations; Learning Activities; *Needle Trades; *Occupational Home Economics; Program Development; Secondary Education; Skill Development; *Special Education; Student Characteristics; Teacher Responsibility; Vocational Education
Identifiers-Clothing Related Occupations

Designed for use in teaching a clothing service program, this clothing service guide is suitable for use with students in vocational education for the handicapped (VEH) programs and with mainstreamed special education students in other occupational home economics programs. The first section deals with various aspects of home economics VEH, including characteristics of VEH students, facilities and equipment, program planning, teacher responsibility, curriculum planning, resources, classroom instruction, laboratory experiences, and utilization of class output. Provided next are five units of instructional materials on the following topics: sewing tools and equipment, basic sewing skills, garment construction, alterations and repairs, and laundry procedures. Each section is organized around necessary competencies and includes vocabulary, behavioral objectives, learning and evaluation activities, teaching aids, and a learner progress record. (A related food service guide is available separately--see note.) (MN)

ED213925 CE031636

Vocational Education for the Handicapped. Food Service Guide.
Texas Education Agency, Austin. Dept. of Occupational Education and Technology.; Texas Tech Univ., Lubbock. Home Economics Instructional Materials Center.
Pub Date Feb 80
Note-509p.; For a related document see CE 031 635.
Available from-Home Economics Instructional Materials Center, Texas Tech University, P.O. Box 4067, Lubbock, TX 79409 ($15.00).
EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
Descriptors-Behavioral Objectives; Competence; Cooking Instruction; Curriculum Development; *Disabilities; Equipment Maintenance; Equipment Utilization; *Food Service; Guidelines; Instructional Materials; *Job Skills; Learning Activities; *Occupational Home Economics; Program Development; Program Implementation; Safety; Sanitation; Secondary Education; Skill Development; *Special Education; Student Characteristics; Teacher Responsibility; Vocational Education
Identifiers-Customer Services; Food Production

Designed for use in teaching the food service phase of a general home and community service program or in teaching a food service program, this food service guide is also suitable for use with students in vocational education for the handicapped (VEH) programs and with mainstreamed special education students in other occupational home economic programs. The first section deals with various aspects of home economics VEH, including characteristics of VEH students, facilities and equipment, program planning, teacher responsibility, curriculum planning, resources, classroom instruction, laboratory experiences, program implementation, and utilization of class output. Provided next are eight units of instructional materials on the following topics: sanitation, safety, food storage, small equipment, large equipment, food preparation, quantity cookery, and customer service. Each section is organized around necessary competencies and includes vocabulary, behavioral objectives, learning and evaluation activities, teaching aids, and a learner progress record. (A related clothing service guide is available separately--see note.) (MN)

ED213926 CE031637

Consumer Education for Families with Limited Incomes. Revised.
Texas Education Agency, Austin. Dept. of Occupational Education and Technology.; Texas Tech Univ., Lubbock. Home Economics Instructional Materials Center.
Pub Date 80
Note-762p.
Available from-Home Economics Instructional Materials Center, Texas Tech University, P.O. Box 4067, Lubbock, TX 79409 ($20.00).
EDRS Price - MF04 Plus Postage. PC Not Available from EDRS.
Descriptors-Adult Basic Education; Banking; Behavioral Objectives; Bilingual Education; *Consumer Economics; *Consumer Education; Consumer Protection; Credit (Finance); Decision Making; *Economically Disadvantaged; Family Income; Family Problems; Guidelines; Housing; Individual Characteristics; Individual Needs; Instructional Materials; Insurance; Job Search Methods; Learning Activities; *Low Income; Low Income Groups; Material Development; Money Management; Poverty; *Program Development; Program Evaluation; *Spanish Speaking; Teacher Role

Designed as an aid for those teaching disadvantaged adults, this guide for consumer education for families with limited incomes consists of an overview for preparing teachers to teach consumer education to disadvantaged adults as well as English and Spanish instructional materials in 10 areas of consumer education. In the overview of teaching disadvantaged adults, the following topics are covered: characteristics and limitations of the poor, teaching bilingual adults, characteristics affecting learning, program planning, procedural considerations, teaching methods successful with disadvantaged adults, guidelines for person-to-person instruction, problem areas, evaluation techniques, amd making and using visual aids and handouts. Provided next are 10 units of instructional materials (presented first in English and then in Spanish) in various areas of consumer economics, including decision making, planning, buying, banking, borrowing, saving, insuring, sharing, earning, and protecting. Intended for use with groups having fourth to sixth grade education levels, each lesson contains behavioral objectives, vocabulary words, suggestions for content and learning experiences, suggestions for application of materials, and key ideas. Following each lesson are directions for developing materials, suggestions for simulating activities, and references to suggested visuals and teaching-learning materials. (MN)

ED213927 CE031642

The Green Chair Group. Predicting Distant Education in the Year 2001. Final Report.
National Home Study Council, Washington, D.C.
Pub Date 82
Note-111p.
Available from-National Home Study Council, 1601 18th St., N.W., Washington, D.C. ($8.00).
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Adult Education; *Correspondence Study; Demography; *Educational Planning; *Educational Trends; *Futures (of Society); *Home Study; Instructional Materials; Leisure Time; Lifelong Learning; Material Development; Postsecondary Education; Recreational Activities
Identifiers-*Distance Education

In a series of three workshops in 1981, a group of experienced home study educators, education technologists, and informed people from state and federal government, private industry, and trade associations tackled the questions, "What lies ahead in home study, for 'distant education,' in the next 20 years? How should educators plan for the future?" From these discussions a number of predictions, including the following, were made: (1) Distant education (D/E) enrollment will be part of a more complex living-learning-working-recreating social pattern, with mid-career changes accepted, people living longer, and recruitment to D/E being either through leisure time minicourses or through convincing people that D/E can help them better themselves financially or otherwise. (2) Print correspondence text materials will be the key component in the D/E education package of 2001, but educators will make use of radio, telephone, and audiovisual devices in conjunction with the printed materials. (3) D/E students will continue to want contact with instructors on a regular basis; D/E educators will admit that not all students can be served by this method, but it will become increasingly popular as the cost of attending resident schools climbs. (4) Professionals will be able to earn credentials in their fields via D/E. (5) Providers of D/E will make materials and services available wholesale to companies, professional organizations, and schools, and employers will play a greater role in financing D/E activities for their employees. (The major part of the report consists of more than 40 brief essays on the future.) (KC)

ED213928 CE031648

Ashby, Sylvia, Ed.; Bensberg, Gerard J., Ed.

Cooperative Occupational Preparation of the Handicapped. Exemplary Models.

Texas Tech Univ., Lubbock. Research and Training Center in Mental Retardation.
Spons Agency-National Inst. of Handicapped Research (ED), Washington, D.C.
Pub Date 81
Grant-16-P-56819/6
Note-392p.
Available from-Research & Training Center in Mental Retardation, Texas Tech University, P.O. Box 4510, Lubbock, TX 79409 ($10.00).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adolescents; *Agency Cooperation; Curriculum; *Demonstration Programs; *Disabilities; Federal Legislation; Federal Regulation; Institutional Cooperation; Models; Postsecondary Education; Program Descriptions; Program Implementation; Secondary Education; Shared Services; *Special Education; Vocational Aptitude; *Vocational Education; *Vocational Rehabilitation

Although cooperation between high school vocational education for the handicapped and state vocational rehabilitation programs had been common during the 1950s and 1960s, increased emphasis on special education, third-party funding falling under disrepute, and "similar benefits" provisions of vocational rehabilitation legislation has made cooperation among these agencies increasingly difficult. In order to promote cooperation among various institutions serving the handicapped, the Vocational Rehabilitation/Education Task Force set out to identify and describe for replication exemplary programs in which agency cooperation was working. The Task Force determined that the programs identified should meet the following criteria: (1) be of overall high quality; (2) have exemplary interagency cooperation and coordination in programming, involving at least special education and vocational rehabilitation, and ideally vocational education also; (3) function at the local level even if there is a statewide system in effect; (4) be replicable; (5) include the severely handicapped; (6) provide a continuum and range of services over the later school years and transition into employment; and (7) serve youth approaching the age for vocational rehabilitation eligibility (13-18). Ten exemplary programs from throughout the country were identified and are described in the main body of this report. The report also presents the legal foundation for cooperative efforts and basic background on curriculum and vocational evaluation based on a literature review of the general problems of vocational education for the handicapped. (KC)

ED213929 CE031650

Knatz, Hilary Fleming, Ed.

Employment & Retirement: A Management-Labor Dialogue. Proceedings of an Industry Conference on Employment and Retirement; A Pre-White House Conference on Aging Activity (Annapolis, Maryland, May 18-20, 1980).

Adelphi Univ., Garden City, N.Y.
Spons Agency-Administration on Aging (DHHS), Washington, D.C.
Pub Date 80
Grant-90-AT-2179/01

Note-188p.; Some pages may not reproduce well due to light print.
Available from-Adelphi University Press, Adelphi University Center on Aging, Garden City, NY 11530 ($10.00).
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Administrators; Age Discrimination; *Aging (Individuals); Compensation (Remuneration); *Employee Attitudes; *Employer Attitudes; Employment Patterns; *Employment Practices; Financial Problems; Generation Gap; Gerontology; Labor Conditions; Labor Force Nonparticipants; Older Adults; *Personnel Policy; Policy Formation; Population Trends; Public Policy; *Retirement; Retirement Benefits; Scope of Bargaining; Unions; Work Attitudes
Identifiers-*White House Conference on Aging

This publication contains proceedings of a pre-White House Conference on Aging Activity held in May, 1980. The meeting was designed to (1) provide a labor/management forum for review and discussion of problems and issues arising out of a progressively aging population and workforce; (2) explore practical matters which can be resolved by employers or by unions individually, as well as those which might be resolved through collective bargaining; (3) identify national policy issues for the agenda of the White House Conference on Aging of 1981. Proceedings are summarized and organized according to these topics: background perspectives on employment and the older worker; the employment/retirement continuum; management viewpoints; organized labor viewpoints; employment/retirement flexibility; special issues of retirement; productivity and performance; and national policy issues for consideration by the White House Conference on Aging. Delegates, who included representatives of labor unions, management executives, observers from the White House, and staff from social service agencies, identified issues such as extension of mandatory retirement ages, flexible retirement policies, productivity as related to age, longer lifespans, the growing number of older workers, and Social Security benefits to be discussed further at the White House Conference. (KC)

ED213930 CE031651

Hines, Constance V.; And Others

A Study of the Construct Validity of Six Vocational Achievement Tests in the Ohio Vocational Education Achievement Test Program.

Pub Date [81]
Note-20p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Achievement Tests; Agricultural Engineering; Auto Mechanics; Carpentry; Distributive Education; Food Service; Home Economics; Secondary Education; State Programs; Test Construction; *Testing Programs; Test Reliability; *Test Validity; *Vocational Education
Identifiers-Fabric Services; Kuder Richardson Reliability Formulas; *Ohio Vocational Education Achievement Test Program

A study examined the construct validity of six vocational achievement tests used in the Ohio Vocational Achievement Testing Program. (Subject areas covered in the tests were agricultural mechanics, carpentry, diesel mechanics, distributive education for food services personnel, fabric services, and home economics/food service.) In order to validate the six tests, they were administered to 4,627 tenth, eleventh, and twelfth grade students and job incumbents from a wide cross-section of urban, suburban, and rural locations in Ohio. After computing the Kuder Richardson Formula 20 reliability coefficient for each test to measure its internal consistency, researchers assessed the construct validity of each test through a comparative analysis of the performance levels of the above-mentioned groups on the six tests. A two-factor analysis of variance design, incorporating academic aptitude as a blocking factor, was then employed to investigate group differences in performance levels on each test. Evidence gathered from the study suggests the reliability of each of the six tests and their subtests and further suggests that they could be valuable tools to be used by administrators and teachers as part of a curriculum analysis and inspection system. (MN)

ED213931 CE031656

Wells, Randall L.

Enhancing Basic Skill Levels of Marketing and Distributive Education Students Identified as Disadvantaged--A Tutorial Approach. Final Report, July 1, 1980-June 30, 1981.

Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.; Louisville Univ., Ky. School of Education.
Pub Date 30 Jun 81
Note-68p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Basic Skills; Competence; *Disadvantaged; *Distributive Education; Educational Needs; English; Field Tests; Identification; *Marketing; Material Development; Mathematics; Needs Assessment; Pretests Posttests; Program Effectiveness; Secondary Education; *Skill Development; Student Evaluation; Student Needs; *Tutorial Programs; Vocational Education

A project was undertaken to enhance the basic skill levels of marketing and distributive education students identified as disadvantaged by using a tutorial approach. After determining the basic skill competencies needed for students to succeed in marketing and distributive education, project staff identified existing materials in the areas of math and English that could be used in working with disadvantaged students. Then researchers selected the junior marketing and distributive education class in five Jefferson County, Kentucky, high schools to serve as project sites. Using a non-equivalent control group design, researchers field tested the effectiveness of the tutorial approach of instruction in developing basic skill competencies. Among the tutorial strategies utilized were large group sessions, small group sessions, and individual assistance. Data from student pretest/post-test scores and from responses to a survey (completed by 63 students) indicated that those receiving math and English tutorial services experienced significant gains in mean post-test scores. Because students generally enjoyed working in the project and because the program seemed to give students more confidence in themselves, project staff recommended implementing similar programs in other areas. (MN)

ED213932 CE031658

Schira, Norma Jean; Burton, Sharon Y.

Assessment of Occupational Opportunities in Health Occupations for Handicapped.

Western Kentucky Univ., Bowling Green. Center for Career and Vocational Teacher Education.
Spons Agency-Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.
Pub Date Jul 81
Note-114p.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Disabilities; Diseases; *Educational Needs; Employer Attitudes; *Employment Opportunities; *Employment Patterns; *Health Occupations; Hearing Impairments; Job Training; Learning Disabilities; Needs Assessment; Physical Disabilities; Questionnaires; Secondary Education; Speech Handicaps; State Programs; State Surveys; Student Needs; Teacher Attitudes; Visual Impairments; *Vocational Education
Identifiers-Kentucky

A study identified health occupations education programs currently offered to handicapped students and health occupations positions now occupied by handicapped employees throughout the state of Kentucky. In addition, the study allowed for assessment of respondent's attitudes toward educating and working with handicapped individuals. Of 1649 teachers and health occupations practitioners receiving project-developed questionnaires, 87 teachers and 297 practitioners completed surveys. Included among those areas examined were the following: teacher/practitioner education and employment background, health occupations programs/positions currently offered to/occupied by handicapped individuals; positions most frequently applied for/accepted by/filled by handicapped individuals; areas in which individuals with specific handicaps can be expected to compete successfully; and modifications that would allow handicapped students to compete on an equal basis with non-handicapped individuals. Teacher and practitioner responses indicated that the disadvantaged and handicapped are currently offered education and employment in all health occupations areas primarily at basic entry levels. In addition, most of these individuals apply for low or entry-level positions. Because both teacher and practitioner responses indicated a lack of interest and awareness of the difficulties of the handicapped, project staff recommended a strong program in education to help change the attitudes of health personnel. (MN)

ED213933 CE031662

Smith, Kathryn Scruggs

Retailing I: A Foundation for Marketing and Distributive Education Curriculum Development.

Western Kentucky Univ., Bowling Green. Center for Career and Vocational Teacher Education.
Spons Agency-Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.
Pub Date Jun 81
Note-266p.
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-Behavioral Objectives; Check Lists; Cognitive Objectives; Competence; *Competency Based Education; Curriculum Development; *Distributive Education; Educational Resources; Guidelines; Instructional Materials; *Job Skills; Learning Activities; *Marketing; Psychomotor Objectives; *Retailing; *Sales Occupations; Secondary Education
Identifiers-Receiving Clerks; Stock Clerks

• Designed to serve as a foundation for competency-based marketing and distributive education curriculum development, this package consists of task lists, performance objectives, and performance guides for use in planning an introductory level retailing course. Job descriptions are given for receiving clerks, stock clerks, and salespersons/sales clerks in retail trade. Following a marketing and distributive education curriculum sequence, a marketing and distributive education occupational task matrix is provided. Presented next are Retailing I tasks, performance objectives, performance guides, instructor's check lists, and references/resources for the following job skill areas: ordering, receiving, storing, inventorying, shipping, stocking, displaying, store operating, cashiering, customer servicing, selling, and employee training. Also listed are Retailing I psychomotor and cognitive skill statements as referenced to Interstate Distributive Education Curriculum Consortium (IDECC) learning activity packages and competency numbers. The occupations to which these skill statements pertain are receiving clerk, stock clerk, and salesperson/sales clerk. Completing the package is a list of retailing occupation references. (MN)

ED213934 CE031663

Reneau, Fred; And Others
Fertilizer Use and Water Quality.
Southern Illinois Univ., Carbondale. Dept. of Agricultural Education and Mechanization.
Spons Agency-Illinois State Dept. of Energy and Natural Resources, Springfield.
Pub Date Jan 82
Note-68p.
Available from-Southern Illinois University, Department of Agricultural Education and Mechanization, Carbondale, IL 62901.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Environmental Education; *Fertilizers; Filmstrips; Natural Resources; *Safety; Scripts; Slides; *Water Pollution; Water Resources
Identifiers-Environmental Protection; *Illinois; *Water Quality
This booklet presents informative materials on fertilizer use and water quality, specifically in regard to environmental pollution and protection in Illinois. The five chapters cover these topics: Fertilizer and Water Quality, Fertilizer Use, Fertilizers and the Environment, Safety Practices, and Fertilizer Management Practices. Key questions are found at the end of each chapter. The answer sheet is located following chapter 5. A glossary of terms is provided. The script to a slide/filmstrip is attached. (YLB)

ED213935 CE031665

Hallenbeck, Gael A.
Chore Services. Course Outline.
North Carolina State Dept. of Community Colleges, Raleigh. Occupational Program Services.
Pub Date 81
Note-196p.
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-*Adult Day Care; Adult Vocational Education; *Aging (Individuals); Annotated Bibliographies; Behavioral Objectives; *Communication (Thought Transfer); Competency Based Education; Course Descriptions; Disabilities; *Home Management; Household Workers; Instructional Materials; Job Performance; Job Skills; Learning Activities; *Nutrition; Older Adults; *Service Occupations; Social Services; Student Evaluation; Teaching Methods
Identifiers-North Carolina
This course outline provides local agencies with a guide to be used in North Carolina training programs for chore providers who provide supportive services to aging and disabled persons. Critical training areas as well as suggested training methods and materials are identified. An introduction provided general information on content, instructional methods and materials facilities, costs, low literacy students, course requirements and evaluation, graduation, and further training. The outline for a 20-session, 60-classroom-hour course consists of six basic training units: orientation, nutrition, home management, personal care, aging, and communication. For each unit, the corresponding chore-provider job tasks, performance objectives, and performance measures are identified. The knowledge and/or skill areas needed to perform the job tasks are presented with suggested teaching methods and materials. Appendixes, amounting to two-thirds of the document, include suggested handouts organized by units, an 18-page annotated list of sources for teaching materials and information divided by units, and a two-page course evaluation form. (YLB)

ED213936 CE031668

Harcourt, Jules; And Others

Model for Identifying, Profiling, Recruiting, and Serving the Disadvantaged in Kentucky.

Murray State Univ., KY. Dept. of Office Administration and Business Education.
Spons Agency-Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.
Pub Date 1 Jul 81
Note-121p.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Adult Vocational Education; Data Analysis; *Economically Disadvantaged; *Educationally Disadvantaged; Educational Research; *Identification; Models; Profiles; Research Methodology; *Student Recruitment; Surveys
Identifiers-Kentucky

This booklet contains suggestions and procedures for identifying, profiling, recruiting, and serving the disadvantaged persons in a given geographic area in Kentucky through vocational education. The five steps/tasks in the model are described in chronological order, namely (1) defining the population (disadvantaged) which will be served, (2) identifying numerically and statistically economic and academic disadvantaged, (3) profiling (surveying and analyzing various special segments of the disadvantaged population), (4) recruiting the disadvantaged to enroll in the educational programs planned for them, and (5) serving the disadvantaged. Discussion of this fifth step emphasizes the three factors that lead to success in providing vocational education to disadvantaged students: providing quality instruction, gaining comprehensive knowledge of the students, and meeting their special needs. Appendixes, amounting to almost three-fourths of the report, include an example analysis of identifying the disadvantaged, a survey questionnaire for use in the profile step of the model, suggestions for training interviewers to survey special segments, and an example analysis of survey responses to show the development of a profile. (YLB)

ED213937 CE031672

Competency-Based Business Education (Grade Levels 9-12). Vocational Education Curriculum Guide. Bulletin 1662.
Northwestern State Univ., Natchitoches, La.
Spons Agency-Louisiana State Dept. of Education, Baton Rouge. Div. of Vocational Education.
Pub Date [80]
Note-148p.
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Behavioral Objectives; Business Correspondence; Business Education; *Clerical Occupations; Competence; *Competency Based Education; Course Content; Course Descriptions; Educational Resources; Guidelines; High Schools; Learning Activities; *Office Occupations Education; Office Practice; *Shorthand; State Curriculum Guides; Typewriting
Identifiers-Louisiana

This curriculum guide describes courses included in business education programs in Louisiana high schools in terms of competencies that, when achieved, will enable the student to obtain employment. Five courses are described in the guide: Typewriting I and II, Shorthand I and II, and Clerical Office Practice. For each course, general performance objectives are given; the courses are further subdivided into phases and units with specific performance objectives and mastery criteria (e.g., "use good keystroking technique, space-bar technique, with a minimum of looking at fingers, and with quick carriage or carrier return, with an average of 1.6 on these techniques as observed and evaluated by the teacher"). Learning activities are suggested for each unit. In addition lists of resources for each course are provided, including suggested reading, state approved textbooks, supplementary materials, kits, and audiovisual materials. A bibliography is given for some of the courses. (KC)

ED213938 CE031673

Ruppert, H.E.; And Others
Handbook for General Cooperative Education Teacher-Coordinators in Louisiana. Bulletin 1669.
Louisiana State Dept. of Education, Baton Rouge. Div. of Vocational Education.
Pub Date 82
Note-71p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Admission Criteria; *Cooperative Education; Coordination; *Instructor Coordinators; Postsecondary Education; Program

Administration; *Program Implementation; Publicity; Secondary Education; Student Records; *Teacher Responsibility; *Vocational Education; Vocational Education Teachers
Identifiers-Louisiana
This guide on cooperative education is designed to assist the beginning teacher-coordinator with the resource material he/she will need and to provide experienced teacher-coordinators and administrators with a ready reference on current procedures and practices. General information contained in the first section includes philosophy, objectives, and advantages of cooperative vocational education; definition, philosophy, and goals and objectives of general cooperative education; and advantages of general cooperative education to the community, employer, students, and school. Section 2 discusses the teacher-coordinator and his/her activities. A brief history of general cooperative education in Louisiana is presented in the next section. Section 4 covers these topics related to starting a program: cooperation with other schools and agencies, providing occupational education to meet changing needs, occupations covered in the program, initial survey, program promotion, pitfalls to avoid, sample letter to employers, and example policy statement. The final section considers student selection and suggests records and reports to be maintained on each cooperative student. It also contains a sample list of general cooperative education policies and a listing of minimum standards for (Louisiana) State approval in reimbursed programs of vocational education. Twenty pages of sample forms for a general cooperative education program are appended. (YLB)

ED213939 CE031674

Ruppert, H.E.; And Others
Handbook for Marketing and Distributive Education Teacher-Coordinators in Louisiana. Bulletin 1170.
Louisiana State Dept. of Education, Baton Rouge. Div. of Vocational Education.
Pub Date 82
Note-165p.
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Admission Criteria; Adult Education; Adult Programs; *Cooperative Education; Coordination; Curriculum; *Distributive Education; Distributive Education Teachers; *Instructor Coordinators; *Marketing; Postsecondary Education; *Program Administration; Program Development; Program Implementation; Public Relations; Secondary Education; Student Organizations; Student Placement; Student Recruitment; *Teacher Responsibility
Identifiers-Distributive Education Clubs of America; Louisiana
This guide on marketing and distributive education cooperative education is designed to assist the beginning teacher-coordinator with the resource material he/she will need and to provide experienced teacher-coordinators and administrators with a ready reference on current procedures and practices. General information contained in chapter 1 includes definitions of vocational and distributive education, philosophy, objectives, and benefits of the distributive education program; and a history of distributive education. Chapter 2 considers duties and responsibilities of the distributive education teacher-coordinator, certification, rate of pay, travel allowance, and extended employment. Organizing and administering distributive education is discussed in chapter 3, including steps in starting a new program, minimum standards, community and student surveys, student recruitment and selection, training site selection, placement, coordination, public relations, equipment and supplies, advisory committee, labor laws, grades and credits, training memorandum, state and federal reports, and state-approved textbooks. Chapter 4 is a general guide to the curriculum and suggests units of instruction for one-, two-, and three-year programs. Chapter 5 is a general guide to Distributive Education Clubs of America. Adult classes are discussed in chapter 6. Topics covered are objectives, types of classes, suggested courses, part-time instructors, and class organization. (YLB)

ED213940 CE031675

Cassimer, Myrna Harris; And Others

Health Occupations Curriculum Guide, 1981. Vocational Education Curriculum Guide. Bulletin No. 1635.

Louisiana State Dept. of Education, Baton Rouge. Div. of Vocational Education.
Pub Date 81
Note-469p.; Not available in paper copy due to small, light print.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Allied Health Occupations; *Allied Health Occupations Education; Anatomy; Behavior; Behavioral Objectives; Clinical Experience; Communicable Diseases; *Cooperative Education; Curriculum Guides; Diseases; Experiential Learning; First Aid; High Schools; Individual Development; Learning Activities; *Medical Services; *Medical Vocabulary; *Nutrition; Physiology; Safety; Secondary Education; Student Evaluation; Units of Study

This curriculum guide, which combines concepts from the core and ladder curriculums, is designed to help health occupations teachers in Louisiana prepare grade 11 and 12 students with beginning level skills in a variety of health-related occupations. The ten units are Introduction to Health Careers (60 hours), Medical Terminology (60 hours), Human Behavior (80 hours), Body Structure and Function (80 hours), Nutrition (60 hours), Growth and Development (20 hours), Infection and Disease (30 hours), Basic Skills (90 hours), Emergency Care and Safety (60 hours), and Cooperative Program. The format for each unit is as follows: unit description, goal(s), time frame, topics/table of contents and unit outline that correlates objectives with unit outline (information to be taught), suggested activities, evaluation, and materials and resources. The tenth unit, Cooperative Health Occupations, has a classroom phase of one hour daily for one year, and the student must also obtain and maintain a job in a certifiable health occupation for 15 hours per week. Appendixes include sample forms. (YLB)

ED213941 CE031687

Brown, Ronald A.; Crunkilton, John R.

Teaching Special Needs Students in Vocational Education.

Mississippi Research and Curriculum Unit for Vocational and Technical Education, State College.; Mississippi State Univ., Mississippi State. Dept. of Agricultural and Extension Education.
Spons Agency-Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.
Pub Date Jun 81
Contract No-MSU-E-81-01
Note-76p.; For related documents see CE 031 688-690.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Ability Identification; *Classroom Techniques; *Disabilities; *Disadvantaged; *Handicap Identification; Mainstreaming; Safety; *Teaching Methods; *Vocational Education

This handbook is designed to help vocational educators identify students with special needs and be effective in teaching them. The first section describes disadvantaged students. A Federal definition is given, and some practical ways are provided to help identify disadvantaged students. Section 2 describes handicapped students and identifies characteristics associated with various handicapping conditions. Concepts of learning are discussed in the next section that can be applied to teaching special needs students. Several teaching techniques are briefly described that are useful with special needs students. Section 4 includes some safety guidelines. The final section is intended to help the teacher recognize instruction problems with special needs students and suggests preventive/corrective practices. Information is presented in a table format with the type of special need listed at the top of the table. In the left-hand column of the table a description of the problem or characteristic that may be observed is presented. The right-hand column contains a collection of helpful practices that may be tried to prevent or correct the problem. (YLB)

ED213942 CE031688

Lee, Jasper S., Ed.; Mannebach, Alfred J.

Teaching Culturally Diverse Students in Vocational Education.

Mississippi Research and Curriculum Unit for Vocational and Technical Education, State College.; Mississippi State Univ., Mississippi State. Dept. of Agricultural and Extension Education.
Spons Agency-Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.
Pub Date Nov 81
Contract No-MSU-E-81-01
Note-41p.; For related documents see CE 031 687-690.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Classroom Techniques; Cultural Awareness; *Cultural Differences; Ethnic Groups; *Multicultural Education; Parent Participation; Postsecondary Education; Secondary Education; *Teaching Methods; *Vocational Education

This handbook is intended to provide vocational educators with methods for teaching culturally diverse students. The first two sections offer information on cultural diversity in vocational education and the concept of multicultural education and on understanding the culturally diverse. Four principles of cultural diversity are described, and learning about cultural diversity in the local community is discussed. The third section focuses on teaching the culturally diverse. The learning process is summarized, and then preplanning procedures are outlined. Discussion of instructional procedures first considers teaching methods--presentation, discussion, job instruction, self teaching, and combinations--and then surveys teaching techniques or procedures used with a method of teaching. These are described: role playing, demonstrations, resource persons, field trips, lectures, supervised study, problem solving, and tests and inventories. Other topics addressed include using realia; infusing concepts and activities to preserve, extend, and enrich cultural diversity; and parent involvement. The final section summarizes in a table format possible problems and preventive/correctional educational practices. The left hand column describes the problem/observation, while the right hand column contains helpful practices. A list of sources of materials is appended. (YLB)

ED213943 CE031689

Kittrell, David L., Ed.; Moore, Gary E.
Student Motivation in Vocational Education.
Mississippi Research and Curriculum Unit for Vocational and Technical Education, State College.; Mississippi State Univ., Mississippi State. Dept. of Agricultural and Extension Education.
Spons Agency-Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.
Pub Date Jun 81
Contract No-MSU-E-81-01
Note-72p.; For related documents see CE 031 687-690.

EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Apathy; Classroom Techniques; Educational Strategies; *Learning Motivation; *Motivation Techniques; Secondary Education; *Student Motivation; *Teacher Influence; Teaching Methods; Theories; *Vocational Education

This handbook is designed to help vocational education teachers incorporate motivational techniques and overcome student apathy. Following a short introduction to the concept of motivation the next two sections briefly consider the importance of motivating students and exactly what is meant by the term "motivation." The fourth section discusses procedures/techniques for motivating students to learn. These include getting to know the students; arousing a feeling of need; explaining teacher expectation; teacher enthusiasm; using problem solving; using illustrations and personal examples; using visuals, acutal objects, and demonstrations; using a variety of techniques; involving students; providing a satisfactory environment; using competition; using curiosity and suspense; using gimmicks and the novel; encouraging ownership and financial interest; providing positive reinforcement; using humor; and using pretests. A quick reference guide in table format to solving problems follows this section. Specific problems are presented with related topic (referenced to page number in this guide) and suggested helpful practices. The last section outlines five major theories of motivation: needs, stimulus response, field, achievement, and cognitive-consistency. A bibliography is provided. (YLB)

ED213944 CE031690

Bowen, Blannie E., Ed.; McCracken, J. David
Maintaining Effective Classroom Control in Vocational Education.
Mississippi Research and Curriculum Unit for Vocational and Technical Education, State College.; Mississippi State Univ., Mississippi State. Dept. of Agricultural and Extension Education.
Spons Agency-Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.
Pub Date Jun 81
Contract No-MSU-E-81-01
Note-64p.; For related documents see CE 031 687-689.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Behavior Problems; *Classroom Techniques; Corporal Punishment; *Discipline; *Discipline Problems; Secondary Education; Teacher Attitudes; Theories; *Vocational Education
This handbook is designed to assist vocational teachers in maintaining effective classroom and laboratory control. Following an introduction to the topic, the importance of effective control and teacher attitude are overviewed. The third section offers definitions of discipline and "in loco parentis", a perspective on discipline, and reasons for disruptive behavior. Section 4 first discusses 31 strategies for managing the classroom and laboratory. Facility organization, beginning the year, and problem awareness are briefly addressed. Discussion follows of corrective techniques for use in dealing with misbehavior, including leave it alone, end the action, attend more fully, spell out directions, track the student's progress, withhold reinforcement, use suspense, use individual conferences, and use volume. Corporal punishment is addressed, and techniques to avoid are described. A table of 20 common discipline situations with three possible solutions each is provided. The final section of the handbook summarizes seven theories of classroom discipline. Each one is described and key ideas and suggestions for implementation are presented. The theories are managing the group; classroom awareness, student accountability, and group management; shaping desired behavior; addressing the situation with sane messages; good behavior comes from good choices; confronting mistaken goals; and assertively taking charge. References are appended. (YLB)

ED213945 CE031696

Business/Office Occupations Data Processing--Data Processing Concepts, Data Entry Operator, Computer Operator, Computer Programmer, Systems Analyst.

Tennessee State Dept. of Education, Nashville. Div. of Vocational-Technical Education.

Pub Date [80]
Note-494p.
EDRS Price - MF02/PC20 Plus Postage.
Descriptors-Behavioral Objectives; *Computer Science; Curriculum Guides; *Data Processing; Data Processing Occupations; Instructional Materials; Learning Activities; *Office Occupations Education; Pretests Posttests; Programers; *Programing; Secondary Education; *Systems Analysis; Systems Analysts; Tests; Transparencies; Units of Study

This data processing curriculum contains 23 units of instruction for an articulated program in the occupations of data processing. It consists of an introductory mini-series on data-processing concepts, as well as data entry operator, computer operator, programmer, and systems analyst units. Introductory materials include program goals and objectives, possible career paths, and a course map. Job analysis, competencies, and task lists follow for data entry operator, computer operator, computer programmer, and systems analyst. Also for each is provided the D.O.T. code number. A sample student achievement report is provided. Titles of the units are Basic Data Processing Concepts and Functions, Historical Development of Data Processing, Common Features of Data Processing Systems, Programming Concepts and Documentation, Data Processing Applications and Careers, Offline Data Entry Devices, Online Computer Terminal, Data Entry Formats, Computer Operations, Preparing Jobs for Execution, Data Control Functions, Operations and Maintenance of Peripheral Equipment, Data Support Functions, Supervision of Data Processing Functions, Introduction to Problem Analysis, Introduction to Flowcharting, Introduction to Programming Languages, Introduction to Documentation, Program Maintenance, Analyzing Existing Systems, Systems Specifications, Design and Develop Systems, and System Implementation. Each unit contains unit and specific objectives, suggested instructor and student activities, instructional materials and references, pretest, information sheet, transparency masters, assignment sheet(s), test, and answer key. (YLB)

ED213946 CE031697

Holzkamper, Charlot

Marketing and Distributive Education. Community/Work-Based Programs. An Instructor's Guide to Program Strategies. Cooperative Vocational Education; Vocational Work Experience Education; Community Classroom.

Holzkamper (Charlot) & Associates, North Hollywood, CA.
Spons Agency-California State Dept. of Education, Sacramento. Bureau of Business Education.; Office of Education (DHEW), Washington, D.C.
Pub Date 82
Note-52p.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adult Education; Career Education; Community Involvement; *Community Programs; Community Resources; Cooperative Programs; Demonstration Programs; *Distributive Education; Employment Opportunities; Experiential Learning; Federal Legislation; High Schools; *Marketing; Postsecondary Education; *Program Development; Program Implementation; *School Business Relationship; School Community Relationship; State Legislation; Vocational Education; *Work Experience Programs
Identifiers-California

Designed for use in high school and adult education programs, this manual was developed to help marketing and distributive education teachers to develop or upgrade community/work-based programs; and to assist teachers who operate these programs to use legal operational practices and to meet the occupational needs of their students and communities. The guide is organized in six sections. Section 1 reviews the career opportunities available within marketing and distributive industries, while section 2 outlines the three types of community/work-based programs covered in the publication: cooperative vocational education, vocational work experience, and community classroom. Section 3 offers program strategies for the three types of community/work-based programs; five successful programs are profiled in section 4. In section 5, laws, rules, and regulations relevant to community/work-based programs are explained, especially as they apply to California. A brief self-help quiz follows the excerpted laws, rules, and regulations so that the reader may test his or her understanding of the legal requirements underlying community/work-based programs. The final portion of the book, section 6, includes several examples of forms that are used in community/work-based programs. A bibliography of current books, periodicals, pamphlets, and reports closes the section. (KC)

ED213947 CE031710

Brannick, Betty R.

Assessment of Adult Basic Education Program Impact.

Pub Date Aug 81
Note-27p.; James Ayrer assisted in this study.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Adult Basic Education; Citizen Participation; Demography; Educational Attainment; Employment Level; Employment Patterns; Followup Studies; Interviews; Marital Status; *Outcomes of Education; Parent School Relationship; *Participant Characteristics; *Participant Satisfaction; *Program Effectiveness; Questionnaires; Race; School Activities; *School Districts; Sex; Skill Development; Student Participation; Surveys
Identifiers-*Impact Studies; Pennsylvania (Philadelphia)

A study assessed the impact of an Adult Basic Education (ABE) program on a sample of students enrolled in the Philadelphia ABE classes during the 1977-1978 school year. In order to assess the long-term effects of the ABE program, the researcher interviewed a random sample of 267 voluntary participants of the Philadelphia ABE day session after an interval of three years following participation in the program. Among those areas examined in the study were the following: student perceptions of the skills they acquired through the program, current educational status, student voter registration and voter participation level, student participation and involvement, participation in parent/student activities, current employment status, and effects of ABE participation on skill development and employment. Analysis of the survey results affirmed the positive role of ABE in increasing students' academic skills and educational level. In addition, ABE participation resulted in increased social involvement, community participation, and improved parent school relationships. Recommendations were made calling for additional research to investigate the effects of ABE enrollment on individual attitudes and on the effects of parent ABE enrollment on children. Also recommended was initiation of counseling and referral services for ABE students. (MN)

ED213948 CE031713

Rogers, Kay

Correlating Vocational Education with Labor Market Needs Through the Internship Program. Exemplary Project [and] Final Report.

Arkansas State Dept. of Education, Little Rock. Div. of Vocational, Technical and Adult Education.; University of Central Arkansas, Conway.
Pub Date 31 Dec 81
Note-137p.
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Admission Criteria; *Cooperative Education; Demonstration Programs; *Internship Programs; Labor Market; Labor Needs; *Models; Postsecondary Education; Program Descriptions; Program Development; *Program Implementation; Program Improvement; Publicity; School Business Relationship; Student Evaluation; Student Recruitment; Two Year Colleges; *Vocational Education; Vocational Schools

A model is described that can be used to establish postsecondary cooperative internship programs or improve existing programs to bring vocational education and business together. Following an introduction that includes definitions of terms, chapter 2 defines an internship program. Chapters 3-12 discuss the 10 procedures/components involved in the model for a cooperative internship program. They are organizing an advisory committee, planning an internship program, implementing an internship program, promoting an internship program, enrolling students in the internship program, developing the internship agency, placing interns on the job, developing training plans, supervising interns, and evaluating interns. A discussion of vocational-technical school internships follows that focuses on the model components. Appendixes, amounting to approximately one-half of the document, include general forms and student forms for internship. An attachment is the final report of the project that developed the model internship program. Sections of the report consider project objectives, procedures, findings, evaluation, and conclusions and recommendations. (YLB)

ED213949 CE031721

Innovation in Small and Medium Firms.

Organisation for Economic Cooperation and Development, Paris (France). Committee for Scientific and Technical Personnel.

Pub Date 82

Note-42p.

Available from-OECD Publications and Information Center, Suite 1207, 1750 Pennsylvania Ave., N.W., Washington, DC 20006.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Business; Change Strategies; Comparative Analysis; Competition; Federal Regulation; Financial Needs; Incentives; *Innovation; Money Management; Networks; *Policy Formation; Position Papers; *Program Development; Program Implementation; *Public Policy; State of the Art Reviews; *Technological Advancement

Identifiers-Organisation for Economic Cooperation Development; Regulatory Agencies; *Small Businesses

A study analyzed the policies of 20 Organisation for Economic Cooperation and Development (OECD) member countries pertaining to small and medium enterprises (SMEs). Aims of the study were to assess the current role of SMEs as generators and users of innovations, to analyze the components of a favorable climate for innovation in SMEs, and to improve relevant governmental policymaking. After examining the relationship of SMEs to technological development, researchers concluded that since the majority of SMEs face inherent obstacles to use and promotion of new technologies, only a relatively small portion of SMEs are able to initiate new technological/scientific advances. Analysis of the ways in which innovators emerge in society and achieve economic success led researchers to find that the following factors are essential to stimulation of innovation: receptivity of individuals, supportive networks, adequate financial support, and protective and regulatory systems. While the considerable differences between governmental policies of OECD nations prevented researchers from formulating general recommendations to member nation governments, they were able to formulate three directions in which public authorities might modify or complement their current actions. These are promoting social receptivity, developing financial incentives, and improving the competitive and regulatory framework. (MN)

ED213950 CE031733

Chase, Elizabeth C.R., Ed.; McClain, Thomas W., Ed.
A Massachusetts Career Education Staff Development Research Guide.
Massachusetts Univ., Amherst. Inst. for Governmental Services.
Spons Agency-Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.
Pub Date Sep 80
Note-129p.; For a related document see CE 031 734.
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Career Education; Community Resources; *Disabilities; Educational Planning; Fused Curriculum; Individualized Education Programs; *Inservice Education; Mainstreaming; Program Development; Program Evaluation; *Program Implementation; School Community Relationship; Special Education; *Staff Development; Teaching Methods
Identifiers-Massachusetts; Resource Utilization
Designed as a resource manual for use in conjunction with state and/or local level career education staff development training sessions, this handbook also provides local practitioners with information to develop new or improved career education programs. Chapter 1 overviews the concept, rationale, goals, and objectives of career education in Massachusetts. The next six chapters cover topics chosen on the basis of results of a needs assessment. Each chapter includes an introduction, examples of successful implementation strategies, and sources for reference materials and may be used separately from the others. Topic areas (with other information discussed) are career education program planning and implementation (career education as an educational change process), getting staff involved and designing inservice training programs (promoting career education, developing support groups, models for inservice training), curriculum infusion, community resource utilization (developing a resource directory, in-house teaching strategies, community-based teaching strategies), career education and special needs students (mainstreaming, teacher collaboration, Individual Education Plans), and evaluating career education programs (examples of evaluation instruments, techniques, and procedures). A list of career development concepts is appended. (YLB)

ED213951 CE031734

Thayer, May M., Ed.; Chase, Elizabeth C. R., Ed.
A Massachusetts Guide: Promising Practices in Career Education.
Massachusetts Univ., Amherst. Inst. for Governmental Services.
Spons Agency-Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.
Pub Date Dec 81
Note-94p.; For a related document see CE 031 733.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Career Education; *Career Guidance; Community Cooperation; Demonstration Programs; Disabilities; Disadvantaged; Elementary Secondary Education; *Fused Curriculum; Program Descriptions; Program Development; *Program Implementation; Program Improvement; Resource Centers; School Community Relationship; *Staff Development
Identifiers-*Massachusetts; *Promising Practices
This guide provides descriptions of 33 promising practices in career education in Massachusetts, which represent a cross-section of geographical locations, student populations, and program components. It is designed for use by school administrators, guidance personnel, teachers, and community members who are looking for suggestions on how to implement, revise, or augment career education programs in their schools. The programs described provide for curriculum infusion, staff development, community collaboration, career guidance, resource centers, and services to special populations. The guide is divided into four sections including an introduction. Section 2 covers the specific program descriptions which are subdivided by these grade levels: comprehensive (K-12), elementary, middle-junior high, high school, and combined junior-senior high. Each description contains this information: objectives, program emphasis, description of activities, planning procedures, staffing, training, advice and suggestions from project directors, materials (when available), and contact person. Section 3, on planning and implementing career education programs, is a brief summary

of suggestions and advice solicited from program directors. Part 4, the geographical index, is a guide to locating programs within specific geographical areas. (YLB)

ED213952 CE031736

Lee, Rosemary

Beyond Coping. Some Approaches to Social Education. Project Report.

Further Education Curriculum and Development Unit, London (England).; National Inst. for Careers Education and Counselling, London (England).
Report No-FEU-PR-4
Pub Date Aug 80
Note-104p.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Adolescents; Adult Education; Career Education; Case Studies; Community Education; Daily Living Skills; *Educational History; *Educational Philosophy; *Educational Practices; Health Education; Higher Education; *Interpersonal Competence; *Mental Retardation; Models; Moral Values; Multicultural Education; Program Development; Program Effectiveness; Secondary Education; Social Development; *Social Studies; State of the Art Reviews; Youth Programs
Identifiers-*Great Britain; Humanities Curriculum Project; Man A Course of Study; Schools Council Social Education Project

This report examines various approaches to social education that are currently in use in Great Britain. Discussed in an overview of social education are the following topics: social education in secondary schools, social education and the Youth Service, social education for adults, training in personal interaction, the social education of mentally handicapped adolescents and adults, and further education. A number of approaches to social education are explained, including the information-based, enquiry-based, creative, experiential, awareness-raising, skills training, and modeling approaches. Presented next are five case studies of the following successful social education projects: Schools Council Social Education, Humanities Curriculum (HCP), Man: A Course of Study, Personal Development Training Courses at Lindley Lodge, and Three Life Skills Programs given in Canada and Great Britain. Among those areas covered in the case studies are program scope and definition, approaches to social education, curriculum content, position of the learner, overall objectives, controversy, and substance. (MN)

ED213953 CE031742

Graham, Charles D., Ed.
Pennsylvania Industrial Arts Safety Guide. Second Edition.
Industrial Arts Association of Pennsylvania.; Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.
Pub Date 81
Note-224p.
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-*Accident Prevention; Administrator Responsibility; Developmental Disabilities; Disabilities; Educational Legislation; Equipment Maintenance; Equipment Utilization; Facility Guidelines; Federal Legislation; Guidelines; Hand Tools; Higher Education; Instructional Materials; Legal Responsibility; Machine Tools; Power Technology; *Program Development; Resources; Safety; *Safety Education; *School Safety; *School Shops; Secondary Education; Teacher Responsibility; Teaching Methods; *Vocational Education
Identifiers-Emergencies; Hazardous Materials; Industrial Materials; Pennsylvania
Intended to alert industrial arts teachers, teacher educators, school administrators, and industrial arts supervisors to the importance of a strong safety program, this guide provides the instructional resources for instituting safety instruction in the public schools, for the inservice training of industrial arts teachers, and for the education of undergraduates in the teacher education programs in Pennsylvania. The material contained in the guide falls into several categories, including resources, safety information, instructional suggestions, lesson plans, materials for student use, forms and checklists, lists of responsibilities for safety programming, faculty considerations, and teacher liability. Covered in the guide are responsibility, safety laws, emergency action, safety for developmentally disabled and handicapped students, elementary industrial arts safety, hazardous materials, machine guarding, industrial materials, power technology, visual communications, instructional techniques pertaining to safety rules, equipment utilization and maintenance, materials handling, housekeeping, personal protection, facility planning, inspection checklists, and teacher liability in school shop accidents. (MN)

ED213954 CE031749

Smutny, Joan Franklin; And Others

Job Creation: Creative Materials, Activities, & Strategies for the Classroom.

National Coll. of Education, Evanston, Ill.
Spons Agency-Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
Pub Date 82
Note-265p.
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-Audiotape Cassettes; Behavioral Objectives; Career Choice; Career Education; *Career Planning; Community Characteristics; Community Involvement; Employment Opportunities; *Employment Potential; Instructional Materials; *Interests; *Job Development; *Job Skills; Learning Activities; Learning Modules; Secondary Education; *Self Evaluation (Individuals)
Identifiers-*Entrepreneurship

Designed for use by high school students, their teachers, and counselors, these six learning modules contain creative materials to encourage individuals to think about their own talents, skills, interests, and capacities for job creation. Each module consists of student worksheets and teacher guides. Covered in the first five modules are the following topics: (1) identifying personal skills and their relationship to job creation; (2) identifying job creation opportunities in the community; (3) planning and organizing in job creation; (4) elements of job creation, including involvement, community, risk-taking, accomplishing, and task performance; and (5) assessing oneself and one's readiness for involvement in entrepreneurship as well as starting and developing new ideas. The sixth module (complementing the first five) consists of an audio cassette script, which includes the words to 11 songs as well as worksheets for teachers and students. (MN)

ED213955 CE031758

Health Occupations Education Module. Using the Module.
Temple Univ., Philadelphia, Pa. Div. of Vocational Education.
Spons Agency-Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.
Pub Date Jan 77
Note-7p.; For related documents see CE 031 758-767, CE 031 769, CE 031 771, CE 031 773, CE 031 775, CE 031 777, CE 031 779, CE 031 781, and ED 173 664-671.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Allied Health Occupations Education; Course Content; *Guidelines; *Individualized Instruction; *Instructional Materials; *Learning Modules; Postsecondary Education; Programed Instructional Materials; Secondary Education; *Teaching Methods; Vocabulary

This introductory module is one of 17 modules designed for individualized instruction in health occupations education programs at both the secondary and postsecondary levels. Aimed to aid the course teacher, this module explains the organization of the 16 modules that follow (i.e., each module contains an overview and a series of learning experiences, information sheets, activities, self-checks, and in some cases pretests and posttests). The module then outlines the procedure to be followed in using the materials with students, and provides a list of terms used in the following modules. (KC)

ED213956 CE031759

Communication in Health Occupations: I--General. Health Occupations Education Module.

Temple Univ., Philadelphia, Pa. Div. of Vocational Education.
Spons Agency-Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.

Pub Date [77]
Note-33p.; For related documents see listing in note of CE 031 758.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Allied Health Occupations Education; Behavioral Objectives; *Communication (Thought Transfer); *Communication Skills; Educational Resources; *Individualized Instruction; *Learning Activities; *Learning Modules; Postsecondary Education; Programed Instructional Materials; Secondary Education; Self Evaluation (Individuals)

This module on communication in health occupations--general--is one of 17 modules designed for individualized instruction in health occupations education programs at both the secondary and postsecondary levels. This module consists of an introduction to the module topic, a list of resources needed, and two learning experiences. Each learning experience contains an overview, an objective (e.g., after completing the required readings and film viewings, name five components of communication), and four or five activities (e.g., participate in the game called "Anticipation"; read the essay on listening and participate in listening exercises). Information sheets are generally provided for each activity. To provide feedback to students, a self-check with model answers is included with each learning experience. (KC)

ED213957 CE031760

The Microscope: I--Structure. Health Occupations Education Module.
Temple Univ., Philadelphia, Pa. Div. of Vocational Education.
Spons Agency-Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.
Pub Date [77]
Note-26p.; For related documents see listing in note of CE 031 758.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Allied Health Occupations Education; Behavioral Objectives; Educational Resources; *Individualized Instruction; *Learning Activities; *Learning Modules; Magnification Methods; *Microscopes; Postsecondary Education; Programed Instructional Materials; Secondary Education; Self Evaluation (Individuals)

This module on the structure of the microscope is one of 17 modules designed for individualized instruction in health occupations education programs at both the secondary and postsecondary levels. This module consists of an introduction to the module topic, a list of resources needed, and two learning experiences. Each learning experience contains an overview, an objective (e.g., after completing the required reading,

identify the parts of the compound microscope and state the functions of each part), and two or three activities (e.g., read the information sheet on the history of the microscope; list, group, and label some additional magnifying objects). Information sheets are generally provided for each activity. To provide feedback to students, a self-check with model answers is included with each learning experience. A student performance assessment form for use by the instructor completes the module. (KC)

ED213958 CE031761

The Microscope: II--Care and Use. Health Occupations Education Module.
Temple Univ., Philadelphia, Pa. Div. of Vocational Education.
Spons Agency-Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.
Pub Date [77]
Note-26p.; For related documents see listing in note of CE 031 758.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Allied Health Occupations Education; Behavioral Objectives; Educational Resources; *Individualized Instruction; *Learning Activities; Learning Modules; Magnification Methods; *Microscopes; Postsecondary Education; Programed Instructional Materials; Secondary Education; Self Evaluation (Individuals)

This module on the care and use of the microscope is one of 17 modules designed for individualized instruction in health occupations education programs at both the secondary and postsecondary levels. This consists of an introduction to the module topic, a list of resources needed, and two learning experiences. Each learning experience contains an overview, an objective (e.g., in an actual school situation, demonstrate the proper technique for using a microscope), and three to six activities (e.g., demonstrate the proper care of the microscope by following the steps given on the information sheet; demonstrate how the microscope is used to measure small objects). Information sheets are generally provided for each activity. To provide feedback to students, a self-check with model answers is given for the first learning experience. A student performance assessment form for use by the instructor completes the module. (KC)

ED213959 CE031762

Medical Terminology: Root Words. Health Occupations Education Module.
Temple Univ., Philadelphia, Pa. Div. of Vocational Education.
Spons Agency-Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.
Pub Date [77]
Note-32p.; For related documents see listing in note of CE 031 758.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Allied Health Occupations Education; Behavioral Objectives; Educational Resources; *Individualized Instruction; *Learning Activities; Learning Modules; *Medical Vocabulary; Postsecondary Education; Programed Instructional Materials; Secondary Education; Self Evaluation (Individuals); *Vocabulary Development; Vocabulary Skills

This module on medical terminology (root words) is one of 17 modules designed for individualized instruction in health occupations education programs at both the secondary and postsecondary levels. This module consists of an introduction to root words, a list of resources needed, procedures for using the module, a list of terminology used in the module series, and three learning experiences. Each learning experience contains an overview, an objective (e.g., given information about the root words commonly used in medical terminology, identify the root word with its proper meaning), and two or three activities (e.g., study the list of root words and their meanings; practice writing the root word, meaning of the root word, and an example-medical term). Information sheets (such as lists of root words, and sample puzzles are generally provided for each activity. To provide feedback to students, a self-check with model answers is given for the first two learning experiences; a student performance assessment form for use by the instructor follows the third learning experience and completes the module. (KC)

ED213960 CE031763

Medical Terminology: Prefixes. Health Occupations Education Module.
Temple Univ., Philadelphia, Pa. Div. of Vocational Education.
Spons Agency-Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.
Pub Date [77]
Note-32p.; For related documents see listing in note of CE 031 758.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Allied Health Occupations Education; Behavioral Objectives; Educational Resources; *Individualized Instruction; *Learning Activities; Learning Modules; *Medical Vocabulary; Postsecondary Education; Programed Instructional Materials; Secondary Education; Self Evaluation (Individuals); *Vocabulary Development; Vocabulary Skills
Identifiers-*Prefixes

This module on medical terminology (prefixes) is one of 17 modules designed for individualized instruction in health occupations education programs at both the secondary and postsecondary levels. This module consists of an introduction to prefixes, a list of resources needed, and three learning experiences. Each learning experience contains an overview, an objective (e.g., given information concerning the prefixes commonly used in medical terminology, identify the prefix with its proper meaning), and two to three activities (e.g., with the "Seek and Find Prefixes" puzzle provided, see how many you can find; review the list of common prefixes). Information sheets (such as lists of prefixes and puzzles are generally provided for each activity. To provide feedback to students, a self-check with model answers is given for the first two learning experiences; a student performance assessment form for use by the instructor follows the third learning experience and completes the module. (KC)

ED213961 CE031764

Medical Terminology: Using Some Common Prefixes, Suffixes, and Roots. Health Occupations Education Module.

Temple Univ., Philadelphia, Pa. Div. of Vocational Education.
Spons Agency-Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.
Pub Date [77]
Note-29p.; For related documents see listing in note of CE 031 758.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Allied Health Occupations Education; Behavioral Objectives; Educational Resources; *Individualized Instruction; *Learning Activities; Learning Modules; *Medical Vocabulary; Postsecondary Education; Programed Instructional Materials; Secondary Education; Self Evaluation (Individuals); *Vocabulary Development; Vocabulary Skills
Identifiers-*Prefixes; *Root Words; Suffixes

This module on medical terminology (using common prefixes, suffixes, and root words) is one of 17 modules designed for individualized instruction in health occupations education programs at both the secondary and postsecondary levels. This module consists of an introduction to the module topic, a list of resources needed, and three learning experiences. Each learning experience contains an overview, an objective (e.g., after completing the required reading, use some common medical terms and identify these terms with their proper meaning), and two activities (e.g., study the list of medical terms and their meanings; practice writing the medical term and its meaning). Information sheets (such as word lists and puzzles) are generally provided for each activity. To provide feedback to students, a self-check with model answers is given for the first two learning experiences; a student performance assessment form for use by the instructor follows the third learning experience and completes the module. (KC)

ED213962 CE031765

Medical Terminology: Suffixes. Health Occupations Education Module.
Temple Univ., Philadelphia, Pa. Div. of Vocational Education.
Spons Agency-Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.
Pub Date [77]
Note-25p.; For related documents see listing in note of CE 031 758.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Allied Health Occupations Education; Behavioral Objectives; Educational Resources; *Individualized Instruction; *Learning Activities; Learning Modules; *Medical Vocabulary; Postsecondary Education; Programed Instructional Materials; Secondary Education; Self Evaluation (Individuals); *Vocabulary Development; Vocabulary Skills
Identifiers-Suffixes

This module on medical terminology (suffixes) is one of 17 modules designed for individualized instruction in health occupations education programs at both the secondary and postsecondary levels. This module consists of an introduction to the module topic, a list of resources needed, and three learning experiences. The first two learning experiences each contain an overview, an objective (e.g., given information concerning the commonly used suffixes, identify the suffix with its proper meaning), and two activities (e.g., "Seek and Find" 33 suffixes; review the list of common suffixes). Information sheets (such as word lists and puzzles) are provided for each activity. To provide feedback to students, a self-check with model answers is given. The third learning experience contains an overview, terminal objective (in an actual school situation, use the proper suffix related to each unit studied), and a student performance assessment form for use by the instructor to rate student mastery of the entire module. (KC)

ED213963 CE031766

Medical Terminology: Latin Words/Abbreviations; Special Signs and Symbols. Health Occupations Education Module.

Temple Univ., Philadelphia, Pa. Div. of Vocational Education.
Spons Agency-Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.
Pub Date [77]
Note-33p.; For related documents see listing in note of CE 031 758.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Abbreviations; *Allied Health Occupations Education; Behavioral Objectives; Educational Resources; *Individualized Instruction; *Latin; *Learning Activities; Learning Modules; *Medical Vocabulary; Postsecondary Education; Programed Instructional Materials; Secondary Education; Self Evaluation (Individuals); Vocabulary Development; Vocabulary Skills
Identifiers-*Symbolic Representation

This module on medical terminology (using Latin words/abbreviations; special signs and symbols) is one of 17 modules designed for individualized instruction in health occupations education programs at both the secondary and postsecondary levels. This module consists of an introduction to the module topic, a list of resources needed, and three learning experiences. Each learning experience contains an overview, an objective (e.g., after completing the required reading, use some common Latin words), and two to three activities (e.g., study the lists "Latin Words/Abbreviations" and "Special Signs and Symbols"; practice writing the Latin words/abbreviations and signs and symbols and give their meanings). Information sheets (such as lists of Latin words/abbreviations and signs/symbols and their meanings) are generally provided for each activity. To provide feedback to students, a self-check with model answers is given for the first two learning experiences; a student performance assessment for use by the instructor follows the third learning experience and completes the module. (KC)

ED213964 CE031767

The Circulatory System [and] Instructor's Guide: The Circulatory System. Health Occupations Education Module: Instructional Materials in Anatomy and Physiology for Pennsylvania Health Occupations Programs.

National Evaluation Systems, Inc., Amherst, Mass.
Spons Agency-Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.
Pub Date Jun 79
Note-50p.; For related documents see listing in note of CE 031 758.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Allied Health Occupations Education; *Anatomy; Behavioral Objectives; *Individualized Instruction; *Learning Activities; Learning Modules; Medical Vocabulary; *Physiology; Postsecondary Education; Pretests Posttests; Programed Instructional Materials; Secondary Education; Self Evaluation (Individuals); Teaching Methods
Identifiers-*Circulatory System

This module on the circulatory system is one of 17 modules designed for individualized instruction in health occupations education programs at both the secondary and postsecondary levels. It is part of an eight-unit subset on anatomy and physiology within the set of 17 modules. Following a preface which explains to the student how to use the module, the unit consists of a pretest witn answers, five sections (information sheets) with their goals (e.g., identify the components of blood), optional activities (e.g., use a stethoscope to listen to heart sounds and identify which valves are making which sounds), posttests, and a glossary of terms. Topics covered in the unit are an introduction to the circulatory system, the blood, the heart, blood vessels, and the lymphatic system. An accompanying instructor's guide contains suggestions for using the module and answers to the posttest. (KC)

ED213965 CE031771

The Musculoskeletal System [and] Instructor's Guide: The Musculoskeletal System. Health Occupations Education Module: Instructional Materials in Anatomy and Physiology for Pennsylvania Health Occupations Programs.

National Evaluation Systems, Inc., Amherst, Mass.
Spons Agency-Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.

Pub Date Jun 79
Note-64p.; For related documents see listing in note of CE 031 758.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Allied Health Occupations Education; *Anatomy; Behavioral Objectives; *Individualized Instruction; *Learning Activities; Learning Modules; Medical Vocabulary; *Physiology; Postsecondary Education; Pretests Posttests; Programed Instructional Materials; Secondary Education; Self Evaluation (Individuals); Teaching Methods
Identifiers-*Muscular System; Pennsylvania; *Skeletal Systems

This module on the musculoskeletal system is one of 17 modules designed for individualized instruction in health occupations education programs at both the secondary and postsecondary levels. It is part of an eight-unit miniseries on anatomy and physiology within the series of 17 modules. Following a preface which explains to the student how to use the module, the unit consists of a pretest with answers, seven sections (information sheets) with their goals (e.g., classify different types of bone), optional activities (e.g., on diagrams of the skeleton, draw the major muscles of the body), and posttests, and a glossary of terms. Topics covered in the unit are introduction to the skeletal system, axial skeleton, appendicular skeleton, introduction to the muscular system, major muscles of the body, supporting structures of the musculoskeletal system, and movements. An accompanying instructor's guide contains suggestions for using the module and answers to the posttest. (KC)

ED213966 CE031773

The Respiratory System [and] Instructor's Guide: The Respiratory System. Health Occupations Education Module: Instructional Materials in Anatomy and Physiology for Pennsylvania Health Occupations Programs.

National Evaluation Systems, Inc., Amherst, Mass.
Spons Agency-Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.
Pub Date Jun 79
Note-40p.; For related documents see listing in note of CE 031 758.
EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Allied Health Occupations Education; *Anatomy; Behavioral Objectives; *Individualized Instruction; *Learning Activities; Learning Modules; Medical Vocabulary; *Physiology; Postsecondary Education; Pretests Posttests; Programed Instructional Materials; Secondary Education; Self Evaluation (Individuals); Teaching Methods
Identifiers-Pennsylvania; *Respiratory System

This module on the respiratory system is one of 17 modules designed for individualized instruction in health occupations education programs at both the secondary and postsecondary levels. It is part of an eight-unit miniseries on anatomy and physiology within the series of 17 modules. Following a preface which explains to the student how to use the module, the unit consists of a pretest with answers, four sections (information sheets) with their goals (e.g., identify organs and/or structures related to the lungs), optional activities (e.g., discuss how cigarette smoking affects the structures and function of the lungs), and posttests, and a glossary of terms. Topics covered in the unit are introduction to the respiratory system, the upper respiratory tract, the lungs, and respiration. An accompanying instructor's guide contains suggestions for using the module and answers to the posttest. (KC)

ED213967 CE031775

The Nervous System [and] Instructor's Guide: The Nervous System. Health Occupations Education Module: Instructional Materials in Anatomy and Physiology for Pennsylvania Health Occupations Programs.

National Evaluation Systems, Inc., Amherst, Mass.
Spons Agency-Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.
Pub Date Jun 80
Note-45p.; For related documents see listing in note of CE 031 758.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Allied Health Occupations Education; *Anatomy; Behavioral Objectives; *Individualized Instruction; *Learning Activities; Learning Modules; Medical Vocabulary; *Physiology; Postsecondary Education; Pretests Posttests; Programed Instructional Materials; Secondary Education; Self Evaluation (Individuals); Teaching Methods
Identifiers-*Nervous System; Pennsylvania

This module on the nervous system is one of 17 modules designed for individualized instruction in health occupations education programs at both the secondary and postsecondary levels. It is part of an eight-unit miniseries on anatomy and physiology within the series of 17 modules. Following a preface which explains to the student how to use the module, the unit consists of a pretest with answers, four sections (information sheets) with their objectives (e.g., describe the general organization of the nervous system), optional activities (e.g., investigate spinal cord injuries and the different results of injuries at different levels of the cord), and posttests, and a glossary of terms. Topics covered in the unit are introduction to the nervous system, nerve impulse conduction, the central nervous system, and the peripheral nervous system. An accompanying instructor's guide contains suggestions for using the module and answers to the posttest. (KC)

ED213968 CE031777

The Genitourinary System [and] Instructor's Guide: The Genitourinary System. Health Occupations Education Module: Instructional Materials in Anatomy and Physiology for Pennsylvania Health Occupations Programs.

National Evaluation Systems, Inc., Amherst, Mass.
Spons Agency-Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.

Pub Date Jun 80
Note-33p.; For related documents see listing in note of CE 031 758.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Allied Health Occupations Education; *Anatomy; Behavioral Objectives; *Individualized Instruction; *Learning Activities; Learning Modules; *Males; Medical Vocabulary; *Physiology; Postsecondary Education; Pretests Posttests; Programed Instructional Materials; Secondary Education; Self Evaluation (Individuals); Teaching Methods
Identifiers-*Genitourinary System; Pennsylvania

This module on the genitourinary system is one of 17 modules designed for individualized instruction in health occupations education programs at both the secondary and postsecondary levels. It is part of an eight-unit miniseries on anatomy and physiology within the series of 17 modules. Following a preface which explains to the student how to use the module, the unit consists of a pretest with answers, three sections (information sheets) with their objectives (e.g., identify and describe the location and anatomical structure of the kidneys), optional activities (e.g., research the process of dialysis by an artificial kidney machine), and posttests, and a glossary of terms. Topics covered in the unit are introduction to the genitourinary system, the urinary system, and the male reproductive system. An accompanying instructor's guide contains suggestions for using the module and answers to the posttest. (KC)

ED213969 CE031779

The Endocrine System [and] Instructor's Guide: The Endocrine System. Health Occupations Education Module: Instructional Materials in Anatomy and Physiology for Pennsylvania Health Occupations Programs.

National Evaluation Systems, Inc., Amherst, Mass.
Spons Agency-Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.

Pub Date Jun 80
Note-44p.; For related documents see listing in note of CE 031 758.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Allied Health Occupations Education; *Anatomy; Behavioral Objectives; *Individualized Instruction; *Learning Activities; Learning Modules; Medical Vocabulary; *Physiology; Postsecondary Education; Pretests Posttests; Programed Instructional Materials; Secondary Education; Self Evaluation (Individuals); Teaching Methods
Identifiers-*Endocrine System; Pennsylvania

This module on the endocrine system is one of 17 modules designed for individualized instruction in health occupations education programs at both the secondary and postsecondary levels. It is part of an eight-unit miniseries on anatomy and physiology within the series of 17 modules. Following a preface which explains to the student how to use the module, the unit consists of a pretest with answers, six sections (information sheets) with their objectives (e.g., describe the basic functions of hormones and how their secretion is controlled), optional activities (e.g., find out the causes and effects of Addison's disease and Cushing's syndrome), and posttests, and a glossary of terms. Topics covered in the unit are introduction to the endocrine system, the pituitary gland, the thyroid and parathyroid glands, the adrenal glands, the pancreas, and the gonads. An accompanying instructor's guide contains suggestions for using the module and answers to the posttest. (KC)

ED213970 CE031781

The Reproductive System [and] Instructor's Guide: The Reproductive System. Health Occupations Education Module. Instructional Materials in Anatomy and Physiology for Pennsylvania Health Occupations Programs.

National Evaluation Systems, Inc., Amherst, Mass.
Spons Agency-Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.
Pub Date Jun 80
Note-36p.; For related documents see listing in note of CE 031 758.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Allied Health Occupations Education; *Anatomy; Behavioral Objectives; *Females; *Individualized Instruction; *Learning Activities; Learning Modules; Medical Vocabulary; *Physiology; Postsecondary Education; Pretests Posttests; Programed Instructional Materials; *Reproduction (Biology); Secondary Education; Self Evaluation (Individuals); Teaching Methods
Identifiers-Pennsylvania

This module on the reproductive system is one of 17 modules designed for individualized instruction in health occupations education programs at both the secondary and postsecondary levels. It is part of an eight-unit miniseries on anatomy and physiology within the series of 17 modules. Following a preface which explains to the student how to use the module, the unit consists of a pretest with answers, four sections (information sheets) with their objectives (e.g., identify and describe the processes involved in conception), optional activities (e.g., describe what would be necessary to produce a "test-tube baby" from conception through the ability to survive on its own), and posttests, and a glossary of terms. Topics covered in the unit are introduction to the reproductive system, the female reproductive organs, the menstrual cycle, and conception. An accompanying instructor's guide contains suggestions for using the module and answers to the posttest. (KC)

ED213971 CE031784

Hearings on Reauthorization of the Vocational Education Act of 1963. Part 4: Bilingual Vocational Training. Hearing Before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-Seventh Congress. First Session on H.R. 66 (October 14, 1981).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date 82

Note-57p.; Not available in paper copy due to small print. For related documents see ED 204 590-591, ED 212 826, and CE 031 785.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Adult Basic Education; *Bilingual Education; Bilingual Teachers; *Educational Legislation; Educational Policy; English (Second Language); Federal Legislation; *Hearings; Hispanic Americans; Minority Groups; Outcomes of Education; *Program Effectiveness; Teacher Education; *Vocational Education

Identifiers-Congress 97th; *Reauthorization Legislation; *Vocational Education Act 1963

This document is a transcript of a United States House of Representatives hearing conducted in October, 1981, regarding reauthorization of the Vocational Education Act of 1963--specifically the bilingual vocational training programs funded under subpart 3 of part B of the Act, the program which prepares persons of limited English-speaking ability to perform adequately in a work environment. The bill authorized federal funds for bilingual vocational training, bilingual vocational instructor training, and the development of instructional materials, methods, and techniques. Witnesses at the hearing testified about what has been accomplished under the bilingual vocational training program since the 1976 amendments to the Vocational Education Act and pointed out problems with implementing the program and recommendations for improving the authorizing legislation. Witnesses included Ron Hall, acting chief, policy, coordination, and services unit of the Office of Bilingual Education and Minority Affirs of the United States Department of Education; Saul Sibirsky and Jill Kincaid, League of United Latin-American Citizens; and Mary Galvan, educational consultant. Witnesses testified that programs funded through the Act had had a great deal of success in reducing unemployment among program trainees who had little previous knowledge of English. It was felt that further gains could be shown if more selective recruiting procedures, screening out applicants without a sincere desire to work, could be used. Several studies were funded to compare and create training materials for future use. Witnesses further testified that the use of minority (specifically Hispanic) culture instructors greatly enhanced the success of bilingual vocational programs. They said that the funding for the programs should be continued and that strategies will be employed to make even better use of resources, based on the experience gained since the 1976 reauthorization of the Act. (KC)

ED213972 CE031785

Hearings on Reauthorization of the Vocational Education Act of 1963. Part 5: National Institute of Education Study. Hearing Before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-Seventh Congress. First Session on H.R. 66 (October 21, 1981).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.
Pub Date 82
Note-429p.; Not available in paper copy due to small print. For related documents see ED 204 590-591, ED 212 826, and CE 031 784.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Disabilities; Disadvantaged; Educational Finance; *Educational Legislation; Educational Policy; English (Second Language); Federal Legislation; Federal Regulation; *Federal State Relationship; *Hearings; Minority Groups; Outcomes of Education; Postsecondary Education; *Program Effectiveness; Program Evaluation; Program Implementation; Secondary Education; Sex Fairness; Sex Stereotypes; Statewide Planning; *Vocational Education
Identifiers-Congress 97th; *National Institute Education; Reauthorization Legislation; Vocational Education Act 1963; *Vocational Education Study

This document is a transcript of a United States House of Representatives hearing conducted in October, 1981, regarding reauthorization of the Vocational Education Act of 1963--specifically the National Institute of Education's study of vocational education mandated by the Education Amendments of 1976. Six principal findings were reported in the NIE study: (1) The ways by which federal funds are distributed to areas and are earmarked to benefit certain groups of individuals are crucial to realizing federal policy objectives; however, states often distribute funds in ways contrary to federal policy because of ambiguous regulations. (2) One of the key objectives of the Vocational Education Act is to assist the states to improve their capacity to provide vocational education programs and services to students who are handicapped, or disadvantaged, or whose English-speaking proficiency is limited; such legislation has spurred greater services to these students but conflicting regulations may be a disincentive for using federal funds. (3) Overcoming sex bias and stereotyping in vocational education is a new objective of federal policy introduced with the 1976 legislation; sex stereotyping has been reduced but states spend little on sex-fair activities. (4) State plans mandated by the 1976 legislation have not reached its goals and apparently have had little effect on local decisions. (5) Few efforts are made in program improvement. (6) Program evaluation efforts have been considerably augmented under the legislation, but there is room for improvement. It was concluded that the Act attempts to accomplish too much with too few resources; that there are mismatches between means and ends of federal policy; and that realizing federal policy ends depends on state and local policies, practices, and resources. (KC)

ED213973 CE031788

Fernig, Leo; And Others
Servol: An Education and Community Development Project in Trinidad. Advisory Mission Report, October 11-18, 1981.
Bernard Van Leer Foundation, The Hague (Netherlands).
Pub Date Jan 82
Note-35p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adult Basic Education; Community Benefits; *Community Centers; *Community Development; Community Organizations; Community Planning; *Community Programs; *Developing Nations; Economic Development; Elementary Secondary Education; Outreach Programs; *Program Effectiveness; Social Responsibility
Identifiers-*Servol; *Trinidad and Tobago
Servol (Service Volunteered for All) is a voluntary organization in Trinidad and Tobago with a staff of some 90 people engaged in a wide range of activities grouped in seven Life Centers and a periphery of 13 nursery schools, as well as family farm units in a rural area. From a modest start in late 1970, Servol has grown steadily during its first decade, engaging in a variety of projects throughout the country. An advisory mission from the Bernard van Leer Foundation visited Trinidad from October 11-18, 1981, to assess the progress and accomplishments of the Servol program, to appraise the long-term viability of the project, and to advise it on the ways in which the project might develop after the Foundation's involvement has ended. The advisory mission found that Servol is fostering self-reliance in the communities which it serves;

that it is functioning as a change agent to a certain extent, and that its management, although good, has room for greater training for future leaders--all ideals set forth in Servol's mission. As a whole, the mission regards the Servol experience positively. Servol links community development and education into a coherent whole, not only in response to theoretical perception or humanitarian concern but as a translation into reality of the expressed needs and desires of the community. It has had a positive impact on Trinidadian society and beyond in the Caribbean. (KC)

ED213974 CE031789

Christensen, Sandra

Improving Youth Employment Prospects: Issues and Options. A CBO Study.

Congress of the U.S., Washington, D.C. Congressional Budget Office.
Pub Date Feb 82
Note-90p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Adolescents; *Education Work Relationship; Employment Opportunities; Employment Problems; *Employment Programs; Federal Legislation; *Federal Programs; Job Skills; Policy Formation; *Program Effectiveness; Program Improvement; Public Policy; *Unemployment; Young Adults; *Youth Employment; Youth Opportunities; Youth Programs

At the request of the United States Senate Budget Committee, a study was conducted to analyze present federal programs affecting the youth labor market and to consider a number of alternative options. The study showed that in 1981 the unemployment rate among white youths aged 16-21 was 15 percent, more than twice the average rate for the labor force as a whole; for nonwhite youths, the rate was almost 35 percent. The youth employment problem has two aspects: the difficult transition from school to work, even for youths who are job-ready; and longer term and recurring unemployment for youths who lack basic academic skills, especially the black and poor. Efforts to alleviate the employment problems of young people can seek to increase employment demand for youths; enhance their job qualifications; or improve their ability to negotiate the transition from school to work or from one job to another. Options for increasing employment demand include stimulating the economy, leaving the minimum wage unchanged, expanding work experience programs, and expanding employment subsidies. Options for enhancing job qualifications include expanding job training programs, and redirecting federal expenditures for secondary education to develop job skills; while options for facilitating labor market transitions are increasing job placement services in high schools and providing job search methods classes. It was noted that long-term job-search skills training programs had a higher rate of long-term job placement success, but were much more expensive to maintain. In keeping with the mandate of the Congressional Budget Office to provide objective and impartial analysis, the paper offers no recommendations. (KC)

ED213975 CE031791

Youth Conservation Corps and Young Adult Conservation Corps. Hearings before a Subcommittee of the Committee on Government Operations, House of Representatives. Ninety-Seventh Congress, First Session (June 25 and July 17, 1981).

Congress of the U. S., Washington, D. C. House Committee on Government Operations.

Pub Date 81

Note-207p.; Not available in paper copy due to small print.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Administrator Attitudes; Adolescents; *Conservation (Environment); Conservation Education; Cost Effectiveness; Cost Estimates; Educational Needs; Environment; *Federal Legislation; Federal Programs; Financial Support; Forestry; Job Skills; Participant Satisfaction; Position Papers; Program Costs; Program Development; *Program Effectiveness; Public Policy; State Programs; Unemployment; Wildlife Management; Work Experience Programs; Young Adults; *Youth Employment; *Youth Programs

Identifiers-Congress 97th; *Young Adult Conservation Corps; *Youth Conservation Corps

These congressional hearings contain testimony pertaining to the continuation of funding for the Young Adult Conservation Corps (YACC) and the Youth Conservation Corps (YCC). (Modeled after the Civilian Conservation Corps, the YACC and the YCC are youth conservation programs that provide jobs to youth in such areas as tree planting, trail maintenance, construction, rangeland improvement, and wildlife management improvement.) Among those providing testimony were youth involved in the two programs, state conservationists and state officials who have worked with the youths, and representatives from the Forest Service, the National Council of La Raza, and the American Forestry Association. Focus of the testimony is on benefits of the programs to participants and to the community, the cost effectiveness of individual programs, and estimated costs of providing alternative services in the event of termination of funding for the YACC and YCC. (MN)

ED213976 CE031796

Anderson, R. Bryan
English for Driving--Student Workbook.
Logan City Board of Education, Utah.
Spons Agency-Utah State Board of Education, Salt Lake City. Div. of Adult Education and Training.
Pub Date Aug 81
Note-106p.; For related documents see CE 031 797-798.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Behavioral Objectives; *Bilingual Education; Daily Living Skills; *Driver Education; *English; Instructional Materials; *Language Skills; Learning Activities; Records (Forms); Signs; *Skill Development; Traffic Control; *Vocabulary Development; Workbooks
Identifiers-Directions

Intended for use in conjunction with an accompanying teacher's guide and set of visuals, this workbook is in large part a picture dictionary of driving vocabulary with practice exercises to help prepare non-native speakers of English for driver training class. Topics covered in the workbook are automobiles, directions in an automobile, signals, parts of a car, roads, driving maneuvers, giving directions, equipment inside the car, using the controls, checking traffic, starting the car, going forward, backing up, turns, turning around, stopping and parking, following, changing lanes, passing, parking, merging, hazards, traffic controls, safe driving, accidents, breaking the law, service stations, tools for the car, and driver license application forms. Among those types of exercises provided are substitution, spelling, oral practice, matching, writing, paraphrase, and fill-in-the-blank exercises. (The related teacher's guide and visuals are available separately--see note.) (MN)

ED213977 CE031797

Anderson, R. Bryan

English for Driving--Teacher's Guide.

Logan City Board of Education, Utah.
Spons Agency-Utah State Board of Education, Salt Lake City. Div. of Adult Education and Training.
Pub Date Aug 81
Note-27p.; For related documents see CE 031 796-798.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Administrator Guides; Behavioral Objectives; *Bilingual Education; *Driver Education; *English; Evaluation Criteria; Guidelines; Instructional Materials; *Language Skills; Learning Activities; *Program Development; Program Implementation; Refugees; Skill Development; Teaching Guides; Tests; Vietnamese; *Vocabulary Development
Identifiers-Utah

Intended for use in conjunction with an accompanying student workbook and visuals, this handbook is designed to assist school administrators and teachers in organizing and instructing an English for driving course to help non-native speakers of English, particularly refugees, in comprehending driver training classes and in being better drivers.

Objectives of the course are set forth. In a section on requirements for implementing the course various factors are discussed, including the instructor, students, the classroom, time, attendance, and instructional materials. Described next are the contents of and methodology followed in the volumes of materials used in the course. Evaluative criteria employed in the course are explained. Provided after a brief bibliography, are a list of supplemental materials available in Vietnamese and questions and answers from the 1980 Utah Drivers Test. (The related student workbook and visuals are available separately--see note.) (MN)

ED213978 CE031798

Anderson, R. Bryan
English for Driving--Visuals for Use with Student Workbook and Teacher's Guide.
Logan City Board of Education, Utah.
Spons Agency-Utah State Board of Education, Salt Lake City. Div. of Adult Education and Training.
Pub Date Aug 81
Note-181p.; For related documents see CE 031 796-797.
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Behavioral Objectives; *Bilingual Education; Daily Living Skills; *Driver Education; *English; Instructional Materials; *Language Skills; Learning Activities; Records (Forms); Signs; Skill Development; Traffic Control; *Visual Aids; *Vocabulary Development
Intended for use in conjunction with an accompanying student workbook and teacher's guide, this flip chart consists of illustrations of vocabulary items critical to understanding a driver education training class. A short explanation and a list of questions and responses for use with the visuals are also included. Among those items illustrated in the visuals are automobiles/automobile parts, traffic signs, and driving maneuvers. (The related student workbook and teacher's guide are available separately--see note.) (MN)

ED213979 CE031800

Policy Statement on the Need for a Continuing Strong Federal Role in Vocational Education.

National Advisory Council on Vocational Education, Washington, D.C.
Pub Date 18 Feb 82
Note-6p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adult Vocational Education; Disabilities; Disadvantaged; Economic Progress; Educational Finance; *Federal Government; *Federal Legislation; *Government Role; Job Training; *Labor Force Development; Policy; Position Papers; Postsecondary Education; Retraining; Secondary Education; *Vocational Education

A strong vocational education program is essential for national economic recovery and growth. It is in the national interest to ensure that vocational education programs are of sufficient scope and quality to meet national skilled workforce requirements and alleviate the critical shortages of trained workers facing business, industry, and the Armed Forces. A national human resource policy should be designed to complement a larger policy of economic revitalization and new capital investment. Federal initiative and encouragement is needed not only to coordinate program planning at all government levels but also to ensure a close partnership between vocational education and the private sector. Without federal leadership and commitment another national priority, access to quality programs for the disadvantaged, handicapped, and other special populations, is also in jeopardy. The Federal Government should allocate more funds to support vocational education and training programs to (1) prepare entry workers, (2) provide skill updating, (3) retrain the unemployed, (4) assist those entering the labor market later in life, and (5) custom train individuals for employment with industries locating in the community. Skills and knowledge developed through these programs should be current, consistent with present and future labor market needs, complementary to national priority needs, and transportable. (YLB)

ED213980 CE031826

Thompson, James W.; And Others
Employment and Crime: A Review of Theories and Research.
Vera Inst. of Justice, New York, N.Y.
Spons Agency-Department of Justice, Washington, D.C. National Inst. of Justice.
Pub Date Oct 81
Grant-79-NI-AX-0082
Note-230p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-Age; Community Programs; Correctional Rehabilitation; *Crime; Criminals; Economic Factors; Educational Attainment; Employment Level; *Employment Opportunities; *Employment Patterns; Employment Programs; Family Influence; Labor Force Development; Literature Reviews; Models; Prisoners; Program Development; *Program Effectiveness; *Rehabilitation Programs, Research; *Socioeconomic Influences; Theories
Identifiers-Court Employment Project; Job Corps; Supported Work Programs
Analysis of the relationship between employment and crime has been undertaken in several different disciplines. Included among these are economics, sociology, anthropology, and manpower program evaluations for criminal justice populations. Examination of economic perspectives on employment and crime reveals two competing views of their interrelationship. First, there is the view that crime is itself a form of work and that the allocation of time to criminal activity can be modeled on the same formal basis as allocation of time to legal work. On the other hand, the segmented labor market theory explains labor market success through a focus on specific economic groups and on the historical and institutional influences shaping concrete economic arrangements. Among those factors considered in the anthropological and sociological perspective on employment and crime are the following: family, education, age, subculture, and the social and cultural factors within concrete community settings that determine the kind and extent of opportunities available to youth. Evaluation of such manpower programs as pretrial diversion programs, the Court Employment Project, the Job Corps, supported work programs, and financial aid to released prisoners suggests that more must be learned about specific program processes to enhance future policy formation and program planning. (MN)

ED213981 CE031827

Hurst, Ellen Horiuchi

Community Education, Arizona Style. A First Year Overview for the New Coordinator.

Arizona State Dept. of Education, Phoenix.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date Jul 79
Note-36p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Administrative Organization; Administrative Policy; Administrator Guides; *Administrator Role; Adult Education; Advisory Committees; *Community Education; Community Resources; Community Schools; *Coordinators; Educational Finance; Educational Resources; Evaluation Methods; Guidelines; Postsecondary Education; Program Design; *Program Development; Program Evaluation; Program Implementation; Volunteers
Identifiers-*Arizona

This booklet is designed to aid new community education directors in Arizona communities to design, set up, implement, and evaluate community education programs. The booklet first defines community education, sets it within the framework of the school system, and describes the director's job. In the next section, ideas for getting the job done are suggested, including working with advisory councils, producing effective meetings, keeping meeting minutes, five-step problem solving, funding, and using volunteers. Following this section, the booklet outlines an 11-step procedure for designing and implementing a community education program. These steps include securing a position paper for the

director's job and the program; surveying what is already happening in the community; deciding what needs to happen and who can make it happen; understanding the financial structure; employing instructors; scheduling; creating publicity; conducting registration; monitoring the first night of classes; evaluating the program; and winding up the program. A final section suggests resources and persons in Arizona to contact for assistance. (KC)

ED213982 CE031832

Dulburg, Saul; Clark, Judith
A Guide to Curriculum Development in Career Education.
Connecticut State Board of Education, Hartford.
Pub Date 81
Note-68p.; One of 12 guides to curriculum development prepared under the direction of the Bureau of Curriculum and Staff Development, Division of Elementary and Secondary Education.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Administrator Guides; *Career Education; *Curriculum Development; Curriculum Guides; Definitions; *Educational Planning; Educational Resources; Elementary Secondary Education; Evaluation Methods; Guidelines; Local Norms; *State Curriculum Guides; State Legislation; State Programs; *State School District Relationship; State Standards; Statewide Planning
Identifiers-Connecticut
This guide has been developed to assist educators to write or revise a comprehensive career education curriculum that will meet the needs of local school districts in Connecticut. Following the introductory chapter, chapter 2 provides a brief perspective on the growth and current status of career education in the nation and in Connecticut, as well as providing a working definition of career education. Chapter 3 relates to the curriculum development process, identifying special considerations in the development of a local comprehensive career education curriculum guide. In chapter 4, specific guidelines for developing the teaching/learning process in career education are offered. The guide suggests that a local K-12 curriculum present the content of career education in five sequential stages, and then provides some examples of career education learner outcomes, performance objectives, and samples of teaching strategies for each of the five developmental stages. Chapter 5 addresses the evaluation process in career education, suggesting guidelines for development of evaluation procedures as an integral part of the career education curriculum. Chapter 6 deals with the resources and facilities that may be used in the development and implementation of a local curriculum in career education, while some final notes are offered in chapter 7. Appendixes to the guide contain statewide goals for education, Connecticut laws dealing with career education, a list of regional educational service centers, and a list of career education evaluation resources. A glossary and a bibliography are also provided. (KC)

ED213983 CE031835

Rezabek, Dale J.; And Others

Horizon: An Overview of Vocational Education and Employment Training Services for Limited-English Proficient Persons in Californic

California Advisory Council on Vocational Education, Sacramento.
Pub Date 81
Note-177p.; Some parts may not reproduce clearly.
Available from-California State Department of General Services, P.O. Box 1015, North Highlands, CA 95660 ($7.10).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adult Basic Education; Asian Americans; Educational Finance; Educational Needs; English (Second Language); Financial Support; Hispanic Americans; Job Training; Literacy Education; *Minority Groups; *Program Descriptions; Program Development; *Second Language Instruction; *Vocational Education
Identifiers-*California; *Limited English Speaking

The limited-English proficient (LEP) population in California is growing, as a result of birth rate and immigration patterns; the minorities with the most limited-English proficient persons--Hispanics and Asians--are growing the most rapidly. Groups with the greatest number of LEP persons typically fall behind the English-speaking majority in terms of functional competencies, educational performance, and economic independence. Nationwide research and evaluation results indicate that LEP persons' access to and performance in vocational training and the job market can be improved through educational programs. The research suggests a four-point approach: (1) language and cultural barriers must be dealt with in vocational training programs; both bilingual method and all-English instruction can be used to cope effectively with the special needs of LEP persons; (2) language and occupational instruction should be linked with vocational English as a second language (ESL), not general ESL, used as a language methodology; (3) complete delivery systems of instruction, program support, and administrative support should be developed; and (4) linkages of public and private resources as well as coordinated planning and implementation of programs should be developed. Recommendations are made to increase awareness, priority, and coordination in vocational training for LEP persons. These recommendations include forming a citizen task force, forming a multi-agency task force, designating specialized staffing for LEP-related activities, and merging service capacities of vocational education and language training programs. (The report contains complete analyses of 14 programs serving the LEP population in California and lists of funding sources, eligible program deliverers, and fundable activities.) (KC)

ED213984 CE031838

Hutcheson, Peggy G.

A Personnel Exchange Model for Vocational Education, Business, and Industry. Skills/Experience Exchange Program. Project Report.

Georgia State Univ., Atlanta.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Georgia State Dept. of Education, Atlanta.
Pub Date May 80
Note-34p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Business; *Education Work Relationship; Employer Attitudes; Industry; Institutional Cooperation; *Models; Postsecondary Education; Program Development; *School Business Relationship; Secondary Education; *Teacher Exchange Programs; Vocational Education; *Work Experience Programs
Identifiers-Georgia (Atlanta)

This project was begun to explore the feasibility of instituting a personnel exchange program for vocational education--at both the secondary and postsecondary levels--and business and industry in the metropolitan Atlanta area. Following a literature search for other programs and interviews with representatives of business and industry and of vocational education, which showed that such a program could be effective if industry needs could be met and the perceived bureaucratic inefficiency of vocational education could be overcome, four models were developed. These models--a program management model, a training exchange model, a training/work experience model, and a counseling and guidance model--sought to incorporate the ideals of exchange programs with the realities for administration and implementation which concerned both the education and business/industry personnel interviewed. Through personal contacts, telephone interviews, and a mail survey, 103 organizations were asked to react to the initial models. The 66 persons who responded saw the models as benefiting education immediately and directly and business/industry indirectly, if certain problems could be overcome. Organizations willing to participate in an exchange were identified throughout the project, and procedures for operating the project were that the skills/experience exchange project be set up as a long-range project; that the task force group of business persons and educators have real power in setting its goals; that it remain flexible; and that it be implemented as soon as possible. (KC)

ED213985 CE031840

Banta, Trudy W.; Boser, Judith A.

Implementation of the Career Education Incentive Act in Tennessee: An Evaluator's Perspective.

Pub Date Mar 82
Note-14p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Career Education; Comparative Analysis; Educational Legislation; *Federal Legislation; Financial Support; Objectives; Outcomes of Education; *Program Effectiveness; *Program Implementation; *School Districts; *State Programs; Statewide Planning; Success; Teacher Education
Identifiers-*Career Education Incentive Act; Tennessee

A team of evaluators assessed the implementation of the Career Education Incentive Act in Tennessee during the period from the fall of 1979 through January 1981. Using a series of standardized reporting forms as well as telephone and personal interviews with local project directors, evaluators collected data pertaining to 20 local projects carried out in 1979-80 and 17 local projects conducted in 1980-81. They found that a majority of the 1980-81 local career education projects accomplished most of the objectives specified in Tennessee's state plan for career education. Included among the accomplishments were the following: conduct of needs assessments to formulate local project objectives, purchase of instructional and career guidance materials, development of plans to reduce bias/stereotyping, establishment of resource centers and advisory councils, and collaboration with community organizations. Only in the areas of advisory council meetings and staff awareness sessions did achievement of criterion-referenced objectives fall short of predicted levels. Factors associated with project success and failure were isolated. Among factors contributing to project failure were absence of a project director, failure to conduct needs assessments and evaluations, and insufficient funding. Factors linked to project success included staff development activities, community participation, and early commitment of local funds. (MN)

ED213986 CE031841

Traupmann, Jane

Midlife Women in Continuing Education: A Comparative Study.

Pub Date Mar 82
Note-17p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adult Development; Adult Students; Aging (Individuals); *College Students; *Females; Health; Higher Education; *Homemakers; Mental Health; *Middle Aged Adults; Nontraditional Students; Older Adults; Physical Health; *Self Concept; Self Evaluation (Individuals); Womens Education

Developmental theorists have suggested recently that at midlife women often want to reduce responsibilities to family and concentrate on self-development and growth, which earlier in their lives would have seemed to them selfish and therefore not acceptable. The aim of this comparative study was to determine if women returning to school at midlife differ from their nonstudent peers in ways which would provide some insight into the developmental changes women may go through in that period of their lives. One hundred-six women, aged 50 to 73, half of whom were university students, the others being primarily home-oriented nonstudents, responded to questions about health, happiness, self-concept, and aging. The results of the study show that those who have found a channel for the development of self, in this case through university studies, feel healthier both mentally and physically. On the other hand, those whose focus continues to be on family at midlife (a time when family members may be emotionally if not physically absent) are more distressed--have trouble sleeping, feel a lack of energy, and experience more physical ailments. Obviously, conclusions about the causes of the differences cannot be made from this study since it is neither experimental nor longitudinal. Yet, the findings do concur with what developmental theorists have described for women at midlife. (Author)

ED213987 CE031843

Ettinger, Blanche

A Study of the Requirements and Business Training Procedures for Word Processing Personnel with Implications for Word Processing Curriculum Development in Two-Year Postsecondary Institutions.

Pub Date Mar 82
Note-8p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Competence; *Core Curriculum; *Curriculum Development; Employee Attitudes; Guidelines; *Job Skills; Managerial Occupations; Models; *Office Occupations Education; Postsecondary Education; Secretaries; *Two Year Colleges; *Word Processing

A study identified competencies needed by secretarial and supervisory/managerial personnel in word processing (WP) environments and used the data collected to develop guidelines for a WP curriculum for two-year postsecondary institutions. Data on competencies, knowledge, and behavioral traits that individuals should possess to perform jobs in WP environments were gathered from 490 individuals actually performing secretarial and/or supervisory and managerial roles in the New York City area. To obtain these data, two separate procedures were used. The first consisted of two structured mailed questionnaires and the second involved the administration of two semi-structured observations and interviews to 100 personnel in the WP field. Statistical analysis of these data indicated that the three most

important competencies to include in WP curricula are language arts, human relations, and electronic keyboarding. Included among these skills required by managers/supervisors are measuring productivity, developing potential of employees, designing and implementing work flow procedures, developing systems, and evaluating equipment. Based on these data a model WP curriculum was developed. It included the following courses: machine transcription, electronic keyboarding, introduction to WP office information systems, office supervision and management, WP office systems simulation and an integrative internship. (MN)

ED213988 CE031844

Lourenco, Susan V.

Career Awareness for Health Professions: Design of Early Outreach Programs.

Pub Date Mar 82
Note-9p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Career Awareness; *Disadvantaged; Educational Practices; *Health Occupations; Higher Education; Linking Agents; *Minority Groups; Models; Objectives; *Outreach Programs; *Program Design; Program Implementation; Secondary Education
Identifiers-*University of Illinois Chicago Circle Campus

Despite intensified recruiting efforts, the underrepresentation of minority group members in the health professions continues, with factors and forces outside of the immediate control of health professional schools being largely responsible. In order to correct this problem, educators must develop early outreach programs to prepare, motivate, and educate talented, economically disadvantaged junior high or secondary school students to gain the academic qualifications necessary to pursue careers in the various health fields as well as to socialize such students to commit themselves to realistic college preparatory programs and to the long-term rigorous programs demanded by health professions. The University of Illinois at Chicago emphasizes precisely such early outreach programs. Designed to create and implement a longitudinal cooperative effort extending across school and college years, to identify and motivate, and to tutor and counsel potentially able students, the University of Illinois early outreach program consists of the following four components: (1) student outreach for identification and socialization, (2) academic and support services, (3) parent outreach, and (4) school and community outreach. Other aspects of the program include linkages that have been developed with other educational, parent, and community organizations and programs providing worksite and academic enrichment experiences. (MN)

ED213989 CE031849

Butler, Eric Payne; And Others

Focusing Better on Youth: Legislative Recommendations from the Field. A Report from the National Youth Practitioners' Network.

Brandeis Univ., Waltham, Mass. Florence Heller Graduate School for Advanced Studies in Social Welfare.
Spons Agency-Department of Labor, Washington, D.C.; Rockefeller Foundation, New York, N.Y.
Pub Date Jan 82
Grant-DOL-28-25-81-02
Note-62p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Business; Business Responsibility; Community Involvement; Coordination; Eligibility; Employment Programs; Evaluation Criteria; Institutional Cooperation; Job Skills; *Job Training; Participation; Policy; Policy Formation; Program Evaluation; Skill Development; Unemployment; *Youth Employment; Youth Problems; *Youth Programs

This report synthesizes recommendations on future youth employment policy that emerged from a series of 10 regional Policy Forums sponsored by the National Youth Practitioners' Network. Introductory information lists the sessions and the five discussion questions on the agenda at 10 forums. These three general recommendations are then discussed: the youth unemployment problem will not go away or cure itself, long term developmental needs of young people are different from the more immediate job placement needs of adults, and creation of a separate youth title/tier within a consolidated employment and training program is the most effective way to ensure adequate service to youth. Specific recommendations for the discussion questions follow, including (1) targeting to ensure availability of funds to serve those in greatest need and prescribed eligibility criteria; (2) comprehensive program approaches with a wide range of allowable program activities, local institutional collaboration, and forward funding; (3) expanded private sector involvement; (4) developmental approach to youth programming and performance-based management system; and (5) local control of employment and training programs. Appendixes, amounting to over one-half of the report, include background notes on youth unemployment, network background notes, and questions and answers on Youth Practitioners' Network. (An executive summary precedes the report.) (YLB)

ED213990 CE031855

Boraks, Nancy; Schumacher, Sally

Ethnographic Research on Word Recognition Strategies of Adult Beginning Readers: Summary Report.

Virginia Commonwealth Univ., Richmond.
Spons Agency-Office of Vocational and Adult Education (ED), Washington, D.C.; Virginia State Dept. of Education, Richmond. Adult Education Service.
Pub Date 81
Note-63p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Adult Basic Education; Adult Literacy; *Adult Reading Programs; Ethnography; *Literacy Education; *Reading Attitudes; Reading Difficulties; *Reading Habits; *Reading Instruction; Reading Research; Reading Skills; Teaching Methods; *Word Recognition

A study was conducted to describe factors influencing the acquisition of facilitating and inhibiting reading strategies by adult beginning readers (ABRs) in order to generate potential guidelines for instruction. Using an adapted form of the Goodman and Burke taxonomy of oral reading miscues as initial framework, the investigators described ABRs' reading behavior. In addition, field notes on classroom observations and on interviews with ABRs, teachers, and consultants were considered in discussing the pattern of reading behavior of ABRs. A detailed analysis of the reading and learning-to-read behavior of seven ABRs and general descriptions of the reading behavior of seven more ABRs provided a basis for identifying reading behaviors associated with success and failure. Although the highly idiosyncratic reading behavior of ABRs and the limited number of teaching situations observed preclude generalizations, the long-term observation of ABRs made it possible to suggest that given reading behaviors promote success or failure in learning to read. Specifically, ABRs who thought of reading as discovering meaning, were aware of when they were not gaining meaning, and had been exposed to syllabication and could manipulate vowels and syllables, tended to make progress. It was also found that ABRs learned more when teachers considered how they wanted to learn as well as what they wanted to learn. In addition, the way a teacher conducts a lesson provides a model for learning; when teachers preceded reading with a discussion of concepts in the text, students tended to read for meaning. Students' beliefs about reading, perhaps guided by prior schooling, also influenced reading strategies. It was suggested that these findings, along with further research on ABRs' adult development, be considered in designing methods to teach reading to adults. (KC)

ED213991 CE031933

Bhaerman, Robert; And Others

Apprenticeships in Employment and Training Programs. An Action Planning Guidebook.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-Employment and Training Administration (DOL), Washington, D.C. Office of Youth Programs.
Pub Date 81

Contract No-DOL-99-0-2297-33-52
Note-94p.; For related documents see CE 031 934-972.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Adult Vocational Education; *Apprenticeships; Cooperative Programs; Coordination; Educational Planning; *Employment Programs; Federal Programs; Guidelines; Job Training; Postsecondary Education; *Program Development; *Program Implementation; Secondary Education; Standards; Vocational Education; *Youth Programs
Identifiers-Comprehensive Employment and Training Act; Preapprenticeship Programs

Intended primarily for use by employment and training staff--program planners, administrators, and counselors--this action planning guidebook provides an in-depth overview of six essential tasks in planning and implementing apprenticeship programs. It is divided into three parts. The introductory section explains the purposes of the guidebook, defines key terms, and presents an introductory discussion of questions relating to types of apprenticeship and preapprenticeship programs, apprenticeship standards, and major benefits of apprenticeships and barriers to coordination. In the second section, the action planning guidelines are detailed. Six essential tasks (and 45 specific activities/subtasks) are identified: (1) study and understand the apprenticeship system, (2) examine other apprenticeship programs, (3) establish linkages with the apprenticeship system, (4) develop cooperative plans and program elements, (5) identify and select potential participants, and (6) guide participants in the apprenticeship system. Action planning worksheets are provided for each task. The final section includes several appendixes dealing with such background information items as federal laws and regulations affecting employment of apprentices and addresses of federal, regional, and state agencies dealing with apprentices. A list of references is provided. (YLB)

ED213992 CE031934

Pfister, Linda; And Others

Intake: Alternatives for Facilitating Participant Entry. An Action Planning Guidebook.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-Employment and Training Administration (DOL), Washington, D.C. Office of Youth Programs.
Pub Date Sep 81
Contract No-DOL-99-0-2297-33-52
Note-49p.; For related documents see CE 031 933-972.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Admission Criteria; Adult Vocational Education; *Eligibility; *Employment Programs; Federal Programs; Guidelines; Interviews; Job Training; *Orientation; Postsecondary Education; Program Development; Program Effectiveness; Program Evaluation; *Program Implementation; Program Improvement; *Recruitment; Secondary Education; Vocational Education; Youth Programs
Identifiers-*Comprehensive Employment and Training Act

This handbook is designed to assist employment and training agency staff in developing, adopting, and implementing an effective intake program for employment and training programs. An introductory section explains the purposes of the handbook and presents an overview of the intake process. In the next section, the action planning guidelines are outlined and then detailed. Five essential tasks (and 27 specific activities/subtasks) are identified: (1) determine type of intake process to be implemented in agency, (2) organize outreach/recruitment system, (2) establish procedures for interviewing applicants and determining program eligibility, (4) establish procedures and programs for orienting clients to program and world of work, and (5) evaluate effectiveness of intake process and necessary modifications. Action planning worksheets are provided for each task. Appendixes include sample outreach questions, sample application forms and intake system skills inventory, and a Comprehensive Employment and Training Act Participant Selection System for Titles I and II. A list of references is provided. (YLB)

ED213993 CE031935

Bhaerman, Robert; And Others

Testing in Employment and Training Programs. An Action Planning Guidebook.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Employment and Training Administration (DOL), Washington, D.C. Office of Youth Programs.

Pub Date 81

Contract No-DOL-99-0-2297-33-52

Note-135p.; For related documents see CE 031 933-972.

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Adult Vocational Education; *Employment Programs; Federal Programs; *Job Training; Needs Assessment; Postsecondary Education; Program Development; Program Implementation; Secondary Education; *Testing Programs; Test Results; Tests; *Test Selection; Vocational Education; Youth Programs

Intended for use by employment and training staff, especially test coordinators and administrators, counselors, and instructors, this guidebook provides an understanding of eight essential tasks in planning and implementing a testing and assessment program. It is divided into three parts. The introductory section explains the purposes of the book, defines key terms, and presents an introductory discussion of reasons for testing. In the second section the action planning guidelines are

detailed. Eight essential tasks (and 67 specific activities/subtasks) are identified: (1) establish assessment program, (2) analyze participants' needs, (3) analyze program services, (4) examine testing resources, (5) select tests and testing systems, (6) set test specifications for participants, (7) use tests and tools for gathering information, and (8) use test results. Action planning worksheets are provided for each task. The third part includes five sections called "Exploring Tests and Test Systems." Test descriptions are provided for 74 tests including paper-and-pencil devices, comprehensive test batteries, rating scales, inventories, and the work sample approach. Descriptions include a one-phrase description, detail about format, stage of development of instruments, possible applications, and test publishers' addresses. Appendixes include practitioner comments and standards for tests. (YLB)

ED213994 CE031936

Williams, Fred L.; And Others

Employability Development Plans: Counseling Participants and Developing EDPs. An Action Planning Guidebook.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-Employment and Training Administration (DOL), Washington, D.C. Office of Youth Programs.
Pub Date Sep 81
Contract No-DOL-99-0-2297-33-52
Note-50p.; For related documents see CE 031 933-972.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adult Vocational Education; *Career Counseling; Career Guidance; *Career Planning; *Employment Potential; *Employment Programs; Evaluation; Federal Programs; *Individualized Programs; Job Training; Needs Assessment; Postsecondary Education; Secondary Education; Vocational Education
Identifiers-Comprehensive Employment and Training Act; *Employability Development; *Employability Development Plans

Designed primarily for counselors within employment and training settings, this guidebook prescribes a method for the participant, counselor, and others to determine the most appropriate mix of programs and services available to enhance the participant's employability. An introduction discusses the Employability Development Plan (EDP) and overviews use of the guidebook in helping to develop EDPs. Next, the action-planning guidelines are detailed. Six essential tasks (and 27 specific activities/subtasks) are identified: (1) recognize principles for counseling program participants, (2) prepare to develop the EDP, (3) orient the participant and obtain basic information for the EDP forms, (4) analyze participant's specific needs and design a program to meet them, (5) assess participant's progress, and (6) provide placement and transitional counseling. A sample EDP, based on a review of more than 50 EDPs currently in use, is provided as a model. (As each task is discussed, relevant portions of the model EDP are reproduced.) (YLB)

ED213995 CE031937

Pritz, Sandra; And Others

Job Placement in Employment and Training Programs. An Action Planning Guidebook.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-Employment and Training Administration (DOL), Washington, D.C. Office of Youth Programs.
Pub Date Sep 81
Contract No-DOL-99-0-2297-33-52
Note-137p.; For related documents see CE 031 933-972.
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Adult Vocational Education; *Agency Cooperation; *Community Services; *Employment Programs; Federal Programs; *Job Development; *Job Placement; *Job Training; Models; Postsecondary Education; Public Agencies; Secondary Education; Vocational Education
Identifiers-*Collaborative Councils; Comprehensive Employment and Training Act; Training and Placement Councils

This guidebook is designed to assist employment and training agency staff in performing the placement function in a manner consistent with the stated agency goal, yet cognizant of job market realities. An introductory section explains purposes of the guidebook and overviews job placement, job development, and a collaborative council. Three sections focus on planning for job placement action, for job development action, and to establish a training and placement council. Tasks corresponding to the objectives for each area are identified, and guidelines for completing each task are given. The four placement tasks are identify objectives of placement activities, design placement model to correspond with objectives identified, decide on methods and procedures to implement model, and implement model. The three job development tasks are prepare to contact potential employers, conduct effective contacts with potential employers, and work with employers to expand job options. The three tasks for a training and placement council are decide to establish council and define its role, identify activities to support chosen role of council, and determine effective procedures for implementing council activities. Worksheets are provided for agency-specific analysis of each task. Appendixes include a transitional career placement model and placement for special needs. (YLB)

ED213996 CE031938

Pritz, Sandra; And Others

Follow-Up and Follow-Through in Employment and Training Programs. An Action Planning Guidebook.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-Employment and Training Administration (DOL), Washington, D.C. Office of Youth Programs.
Pub Date Sep 81
Contract No-DOL-99-0-2297-33-52
Note-165p.; For related documents see CE 031 933-972.
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Adult Vocational Education; Data Analysis; Data Collection; *Employment Programs; Federal Programs; *Followup Studies; *Job Training; Postsecondary Education; Program Effectiveness; Secondary Education; Vocational Education; Youth Programs
Identifiers-Comprehensive Employment and Training Act; *Followthrough

This guidebook is designed to assist Comprehensive Employment and Training Act prime sponsors in obtaining the maximum benefit for their participants and themselves from follow-up and follow-through activities. An introduction explains the purposes of the guidebook and overviews follow-up and follow-through. After an overview of the essential tasks for follow-up, action planning guidelines are given for each of the seven tasks specified: (1) identify purposes of follow-up activities, (2) design follow-up strategy to correspond with purposes identified, (3) decide on procedures to carry out the strategy, (4) develop aids for data collection, (5) collect data, (6) analyze data, and (7) communicate information for use according to identified purposes. The next section gives an overview and the related guidelines for the four essential tasks for follow-through: identify areas for follow-through activities, identify available means of participant reinforcement, determine effective procedures for delivery of follow-through services, and implement procedures. Reference materials contained in appendixes include sample follow-up questionnaire, strategies to increase confidence in data collected by mailed questionnaires, and information on principles of interviewing, descriptive statistics, graphic presentations, follow-through staff, work maturity skills, and implementation techniques. (YLB)

ED213997 CE031939

Goldwair, William; And Others

Career Education Materials for Employment and Training Programs. Catalog.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Employment and Training Administration (DOL), Washington, D.C. Office of Youth Programs.
Pub Date 81
Contract No-DOL-99-0-2297-33-52
Note-91p.; For related documents see CE 031 933-972.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Adult Vocational Education; Allied Health Occupations Education; Annotated Bibliographies; Audiovisual Aids; Business Education; Career Development; *Career Education; Career Planning; Cooperative Education; Curriculum Guides; Distributive Education; Educational Legislation; *Employment Programs; Federal Legislation; Home Economics; Information Systems; *Instructional Materials; *Job Training; Postsecondary Education; *Resource Materials; Secondary Education; Special Education; Teaching Guides; Trade and Industrial Education; *Vocational Education
Identifiers-*Comprehensive Employment and Training Act; Philadelphia School District PA; Vocational Education Information Network; Vocational Technical Education Consortium States

This catalog provides Comprehensive Employment and Training Act prime sponsors with a description of resource and curriculum materials used by the School District of Philadelphia in its instructional programs. (Some of the resources are available for the cost of reproduction.) The first section contains resources for the following vocational subjects: Business Education, Distributive and Cooperative Education, Health Occupations, and Home Economics. Under each heading are listings of available books, reports, papers, guides, and curricular information on special projects. The second section contains resources relative to career development and planning; special education resources are found in the third section. The fourth section consists of information, special services, and programs. It includes descriptions of two informational systems--V-TECS (Vocational Technical Education Consortium of States) and VEIN (Vocational Education Information Network). The fifth section contains resources for the vocational subject, Trade and Industry Education. Entries in all sections include the title, type of resource, developer, objectives, description, suggested use, and contact person, address, and telephone number. (YLB)

ED213998 CE031940

Lankard, Bettina; And Others

Orientation to the World of Work. Instructor Guide.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-Employment and Training Administration (DOL), Washington, D.C. Office of Youth Programs.
Pub Date 81
Contract No-DOL-99-0-2297-33-52

Note-17p.; For related documents see CE 031 933-972. Program booklet available separately as CE 031 941.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adult Vocational Education; *Career Choice; *Career Education; Career Exploration; *Career Planning; *Decision Making; Employment Programs; Federal Programs; Group Activities; Group Discussion; *Individual Needs; Job Training; *Motivation; Needs Assessment; Postsecondary Education; Program Descriptions; Secondary Education; Self Evaluation (Individuals); Teacher Role; Teaching Guides; Vocational Education; Youth Programs
Identifiers-Comprehensive Employment and Training Act; *Orientation to the World of Work Program

This instructor guide explains the goals and objectives of "Orientation to the World of Work," a program to help prepare participants for involvement in career decision making, planning, occupational skills training, and related occupational preparation. It also discusses the organization of materials and implementation procedures. (The program is designed as part of Comprehensive Employment and Training Act training for out-of-school youth and adults and in-school youth.) Areas covered are program contents, use, and instructor role. Suggestions are made for supplementing the program, including topics for group activities on need and motivation, needs that influence job choice, matching needs to careers, and good decision making. (YLB)

ED213999 CE031941

Orientation to the World of Work. Program Booklet.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-Employment and Training Administration (DOL), Washington, D.C. Office of Youth Programs.
Pub Date 81
Contract No-DOL-99-0-2297-33-52
Note-75p.; For related documents see CE 031 933-972. Instructor Guide available as CE 031 940.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Adult Vocational Education; *Career Choice; *Career Education; Career Exploration; *Career Planning; *Decision Making; Employment Programs; Federal Programs; *Individual Needs; Instructional Materials; Job Training; *Motivation; Needs Assessment; Postsecondary Education; Secondary Education; Self Evaluation (Individuals); Vocational Education; Youth Programs
Identifiers-Comprehensive Employment and Training Act; *Orientation to the World of Work Program
This guide provides participant materials for a 20-hour program to prepare participants for involvement in career decision making.

planning, occupational skills training, and related occupational preparation. Developed to be offered as part of Comprehensive Employment and Training Act (CETA) training for out-of-school CETA-eligible youth and adults and for in-school youth, the booklet contains informative materials on using individual needs and priorities in ongoing decision making. Questions are provided within the text. Section titles are (1) What motivates you and other people to work? (2) What needs will influence your career choices? (3) What facts will help you match your needs to a career? and (4) How can you make good decisions? (YLB)

ED214000 CE031942

Lankard, Bettina; And Others
Career Alert Planning. Instructor Guide.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-Employment and Training Administration (DOL), Washington, D.C. Office of Youth Programs.
Pub Date 81
Contract No-DOL-99-C-2297-33-52
Note-35p.; For related documents see CE 031 933-972.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Career Choice; Career Counseling; Career Development; *Career Education; *Career Exploration; Career Guidance; *Career Planning; Decision Making; Individualized Instruction; Instructional Materials; Learning Activities; Learning Modules; Postsecondary Education; Programed Instructional Materials; Secondary Education; *Self Evaluation (Individuals); Teaching Guides; *Teaching Methods; *Values Clarification; Work Attitudes
Identifiers-*Career Alert Planning Program

This instructor's guide to the Career Alert Planning (CAP) program is one of 14 components (see note) of a set of individualized materials designed to help participants find out about themselves and about the kind of work for which they are suited. In this program, participants become acquainted with occupations that are representative of 10 basic job functions. They learn how these occupations relate to personal interests, abilities, skills, educational goals, experiences, and training. They consider the work conditions, salary, and employment outlook for each occupation. Finally, participants use this information to make decisions and plans about the careers they will pursue. This instructor's guide explains the goals and objectives of the CAP program, the organization of the materials, and implementation procedures. It takes the instructor on a "walk through" of the program process, with examples from the various Job Function Booklets of the program. Sections of the instructor's guide contain information on how the program can be used, the instructor's role, and supplementing the program. Exercises and learning activities are provided to use with students on the

following topics: decision making, risk, recognizing values, changing values, work attitudes, and personal values. (KC)

ED214001 CE031943

CAP Self-Inventory Cards.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Employment and Training Administration (DOL), Washington, D.C. Office of Youth Programs.
Pub Date 81
Contract No-DOL-99-0-2297-33-52
Note-43p.; For related documents see CE 031 933-972.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Career Choice; Career Counseling; Career Development; *Career Education; Career Exploration; Career Guidance; Career Planning; Individualized Instruction; Instructional Materials; *Interest Inventories; Learning Activities; Learning Modules; *Measures (Individuals); Postsecondary Education; Programed Instructional Materials; Secondary Education; *Self Evaluation (Individuals); *Values Clarification; Work Attitudes
Identifiers-*Career Alert Planning Program

This booklet of Self-Inventory Cards is one of the 14 components of the Career Alert Planning (CAP) program (see note), a set of individualized materials designed to help participants find out about themselves and about the kind of work for which they are suited. In this program, participants become acquainted with occupations that are representative of 10 basic job functions. They learn how these occupations relate to personal interests, abilities, skills, educational goals, experiences, and training. They consider the work conditions, salary, and employment outlook for each occupation. Finally, participants use this information to make decisions and plans about the careers they will pursue. The Self Inventory Cards are used, along with the Program Guide (CE 031 944), to help students begin to clarify their work attitudes and values. The cards are first cut out of the booklet by participants. The front of each card contains the code letter of the "job function" to which the statement relates. Participants take a self-inventory by sorting these cards according to degrees of interest and ability in given activities that are related to identified job functions. These are advising; arranging; building and making; doing clerical work; helping; maintaining and repairing; thinking in pictures; using information about the environment; working with equipment; and working with numbers and symbols. Each of these job functions, related to four specific job titles, is the subject of the Job Function Booklets of the CAP program. Participants choose one of these booklets on the basis of their scores on the self-inventory conducted with the Self-Inventory Cards. (KC)

ED214002 CE031944

CAP Program Guide.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-Employment and Training Administration (DOL), Washington, D.C. Office of Youth Programs.
Pub Date 81
Contract No-DOL-99-0-2297-33-52
Note-146p.; For related documents see CE 031 933-972.
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Career Choice; Career Counseling; Career Development; Career Education; *Career Exploration; Career Guidance; *Career Planning; Decision Making; *Guidelines; Individualized Instruction; Learning Activities; Learning Modules; Postsecondary Education; Programed Instructional Materials; *Program Implementation; Secondary Education; Self Evaluation (Individuals); Values Clarification; *Workbooks
Identifiers-*Career Alert Planning Program

This program guide is one of the 14 components (see note) of the Career Alert Planning (CAP) program, a set of individualized materials designed to help participants find out about themselves and about the kind of work for which they are suited. In this program, participants become acquainted with occupations that are representative of 10 basic job functions. They learn how these occupations relate to personal interest, abilities, skills, educational goals, experiences, and training. They consider the work conditions, salary, and employment outlook for each occupation. Finally, participants use this information to make decisions and plans about the careers they will pursue. This program guide, designed for use by the participants, contains four sections. The Introduction explains the CAP program and the program materials. It gives the participant explicit instructions on how to begin and proceed through the first phase of the program. Following the Introduction, the Procedure section of the guide gives the participant instructions on how to progress through the program. It tells the participant what to do after he or she has completed work in each occupation. The third section, the Plan, contains information and direction in career decision making and planning. Finally, the fourth section of the guide consists of Reaction Forms which participants use to record their reactions to the tasks or activities they do. They note the things they like and dislike, the things they can and cannot do, and other pertinent information they need for career planning. These Reaction Forms relate to the 10 basic job functions (and 40 occupational titles) explored in the Job Function Booklets (see note). (KC)

ED214003 CE031945

Advising. CAP Job Function.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-Employment and Training Administration (DOL), Washington, D.C. Office of Youth Programs.
Pub Date 81
Contract No-DOL-99-0-2297-33-52
Note-94p.; For related documents see CE 031 933-972.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Career Awareness; Career Choice; Career Counseling; Career Development; Career Education; *Career Exploration; Career Guidance; Career Planning; *Child Caregivers; *Employment Counselors; Individualized Instruction; *Lawyers; Learning Activities; Learning Modules; *Occupational Information; Postsecondary Education; Programed Instructional Materials; Secondary Education; Self Evaluation (Individuals); Values Clarification
Identifiers-Career Alert Planning Program; *Travel Agents

This Job Function Book (Advising) is one of the 14 components (see note) of the Career Alert Planning (CAP) program, a set of individualized materials designed to help participants find out about themselves and about the kind of work for which they are suited. In this program, participants become acquainted with occupations that are representative of 10 basic job functions. They learn how these occupations relate to personal interests, abilities, skills, educational goals, experiences, and training. They consider the work conditions, salary, and employment outlook for each occupation. Finally, participants use this information to make decisions and plans about the careers they will pursue. This Job Function Booklet examines advising occupations, one of the 10 basic job functions explored in the series, and describes four occupations related to this function: lawyer, child care attendant, travel agent, and employment counselor. The booklet contains the following sections: (1) an "explore" section, which describes the advising job function and introduces the four occupations representative of it; (2) four "perform" sections, which contain work simulation activities related to each of the four occupations (e.g., "imagine you are a travel agent; your task is to write a bill for the airline and hotel reservations for two new clients"); these activities give participants "hands-on" experience in performing work-related tasks; and (3) four "decide" sections, which provide greater detail about the occupations and about working conditions, income, and education and experience required. Education and experience activities that can be undertaken by participants are suggested. (KC)

ED214004 CE031946

Arranging. CAP Job Function.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-Employment and Training Administration (DOL), Washington, D.C. Office of Youth Programs.
Pub Date 81
Contract No-DOL-99-0-2297-33-52
Note-95p.; For related documents see CE 031 933-972.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Architects; *Career Awareness; Career Choice; Career Counseling; Career Development; Career Education; Career Exploration; Career Guidance; *Cosmetology; *Floriculture; Individualized Instruction; *Interior Design; Learning Activities; Learning Modules; *Occupational Information; Postsecondary Education; Programed Instructional Materials; Secondary Education; Self Evaluation (Individuals); Values Clarification
Identifiers-*Career Alert Planning Program

This Job Function Booklet (Arranging) is one of the 14 components (see note) of the Career Alert Planning (CAP) program, a set of individualized materials designed to help participants find out about themselves and about the kind of work for which they are suited. In this program, participants become acquainted with occupations that are representative of 10 basic job functions. They learn how these occupations relate to personal interests, abilities, skills, educational goals, experiences, and training. They consider the working conditions, salary, and employment outlook for each occupation. Finally, participants use this information to make decisions and plans about the careers they will pursue. This Job Function Booklet examines arranging occupations, one of the 10 basic job functions explored in the series, and describes four occupations related to this function: interior designer, hair stylist, architect, and florist. The booklet contains the following sections: (1) an "explore" section, which describes the arranging job function and introduces the four occupations representative of it; (2) four "perform" sections, which contain work simulation activities related to each of the four occupations (e.g., "imagine you are an architect; your task is to design a floor plan for a new house"); these activities give participants "hands-on" experience in performing work-related tasks; and (3) four "decide" sections, which provide greater detail about the occupations and about working conditions, income, and education and experience required. Education and experience activities that can be undertaken by participants are suggested. (KC)

ED214005 CE031947

Building and Making. CAP Job Function.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-Employment and Training Administration (DOL), Washington, D.C. Office of Youth Programs.
Pub Date 81
Contract No-DOL-99-0-2297-33-52
Note-112p.; For related documents see CE 031 933-972.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Career Awareness; Career Choice; Career Counseling; Career Development; Career Education; *Career Exploration; Career Guidance; Career Planning; *Carpentry; *Drafting; Individualized Instruction; Learning Activities; Learning Modules; *Occupational Information; *Painting (Industrial Arts); Postsecondary Education; Programed Instructional Materials; *Roofing; Secondary Education; Self Evaluation (Individuals); Values Clarification
Identifiers-*Career Alert Planning Program

This Job Function Booklet (Building and Making) is one of the 14 components (see note) of the Career Alert Planning (CAP) program, a set of individualized materials designed to help participants find out about themselves and about the kind of work for which they are suited. In this program, participants become acquainted with occupations that are representative of 10 basic job functions. They learn how these occupations relate to personal interests, abilities, skills, educational goals, experiences, and training. They consider the working conditions, salary, and employment outlook for each occupation. Finally, participants use this information to make decisions and plans about the careers they will pursue. This Job Function Booklet examines building and making occupations, one of the 10 basic job functions explored in the series, and describes four occupations related to this function: carpenter, painter, roofer, and drafter. The booklet contains the following sections: (1) an "explore" section, which describes the building and making job function and introduces the four occupations representative of it; (2) four "perform" sections, which contain work simulation activities related to each of the four occupations (e.g., "imagine you are a carpenter; your task is to help estimate some of the materials needed to build a new room addition on a house"); these activities give participants "hands-on" experience in performing work-related tasks; and (3) four "decide" sections, which provide greater detail about the occupations and about working conditions, income, and education and experience required. Education and experience activities that can be undertaken by participants are suggested. (KC)

ED214006 CE031948

Doing Clerical Work. CAP Job Function.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-Employment and Training Administration (DOL), Washington, D.C. Office of Youth Programs.
Pub Date 81
Contract No-DOL-99-0-2297-33-52
Note-92p.; For related documetns see CE 031 933-972.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Career Awareness; Career Choice; Career Counseling; Career Development; Career Education; *Career Exploration; Career Guidance; Career Planning; Clerical Occupations; *File Clerks; Individualized Instruction; Learning Activities; Learning Modules; *Occupational Information; Postsecondary Education; Programed Instructional Materials; Secondary Education; *Secretaries; Self Evaluation (Individuals); Values Clarification
Identifiers-Career Alert Planning Program; *Cashiers; *Stock Clerks

This Job Function Booklet (Doing Clerical Work) is one of the 14 components (see note) of the Career Alert Planning (CAP) program, a set of individualized materials designed to help participants find out about themselves and about the kind of work for which they are suited. In this program, participants become acquainted with occupations that are representative of 10 basic job functions. They learn how these occupations relate to personal interests, abilities, skills, educational goals, experiences, and training. They consider the working conditions, salary, and employment outlook for each occupation. Finally, participants use this information to make decisions and plans about the careers they will pursue. This Job Function Booklet examines clerical work occupations, one of the 10 basic job functions explored in the series, and describes four occupations related to this function: secretary, cashier, stock clerk, and file clerk. The booklet contains the following sections: (1) an "explore" section, which describes the clerical job function and introduces the four occupations representative of it; (2) four "perform" sections, which contain work simulation activities related to each of the four occupations (e.g., "imagine you are a secretary; your task is to write a letter for your boss"); these activities give participants "hands-on" experience in performing work-related tasks; and (3) four "decide" sections, which provide greater detail about the occupations and about working conditions, income, and education and experience required. Education and experience activities that can be undertaken by participants are suggested. (KC)

ED214007 CE031949

Helping. CAP Job Function.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-Employment and Training Administration (DOL), Washington, D.C. Office of Youth Programs.
Pub Date 81
Contract No-DOL-99-0-2297-33-52

Note-97p.; For related documents see CE 031 933-972.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Career Awareness; Career Choice; Career Counseling; Career Development; Career Education; Career Exploration; Career Guidance; *Career Planning; Food Service; Individualized Instruction; Learning Activities; Learning Modules; *Nurses; *Occupational Information; *Police; Postsecondary Education; Programed Instructional Materials; Secondary Education; Self Evaluation (Individuals); Values Clarification
Identifiers-Career Alert Planning Program; *Properties Managers (Theater); *Waiters Waitresses

This Job Function Booklet (Helping) is one of the 14 components (see note) of the Career Alert Planning (CAP) program, a set of individualized materials designed to help participants find out about themselves and about the kind of work for which they are suited. In this program, participants become acquainted with occupations that are representative of 10 basic job functions. They learn how these occupations relate to personal interests, abilities, skills, educational goals, experiences, and training. They consider the working conditions, salary, and employment outlook for each occupation. Finally, participants use this information to make decisions and plans about the careers they will pursue. This Job Function Booklet examines helping occupations, one of the 10 basic job functions explored in the series, and describes four occupations related to this function: waiter/waitress, properties manager, police officer, and licensed practical nurse. The booklet contains the following sections: (1) an "explore" section, which describes the helping job function and introduces the four occupations representative of it; (2) four "perform" sections, which contain work simulation activities related to each of the four occupations (e.g., "Imagine you are a waiter; your task is to wait on your customers"); these activities give participants "hands-on" experience in performing work-related tasks; and (3) four "decide" sections, which provide greater detail about the occupations and about working conditions, income, and education and experience required. Education and experience activities that can be undertaken by participants are suggested. (KC)

ED214008 CE031950

Maintaining and Repairing. CAP Job Function.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-Employment and Training Administration (DOL), Washington, D.C. Office of Youth Programs.
Pub Date 81
Contract No-DOL-99-0-2297-33-52
Note-100p.; For related documents see CE 031 933-972.

EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Appliance Repair; *Auto Mechanics; *Career Awareness; Career Choice; Career Counseling; Career Development; Career Education; Career Exploration; Career Guidance; Career Planning; Individualized Instruction; Learning Activities; Learning Modules; *Occupational Information; *Plumbing; Postsecondary Education; Programed Instructional Materials; *Sanitation; Secondary Education; Self Evaluation (Individuals); Values Clarification
Identifiers-*Career Alert Planning Program

This Job Function Booklet (Maintaining and Repairing) is one of the 14 components (see note) of the Career Alert Planning (CAP) program, a set of individualized materials designed to help participants find out about themselves and about the kind of work for which they are suited. In this program, participants become acquainted with occupations that are representative of 10 basic job functions. They learn how these occupations relate to personal interests, abilities, skills, educational goals, experiences, and training. They consider the working conditions, salary, and employment outlook for each occupation. Finally, participants use this information to make decisions and plans about the careers they will pursue. This Job Function Booklet examines maintaining and repairing occupations, one of the 10 basic job functions explored in the series, and describes four occupations related to this function: auto mechanic, plumber, appliance repairer, and sanitation worker. The booklet contains the following sections: (1) an "explore" section, which describes the maintaining and repairing job function and introduces the four occupations representative of it; (2) four "perform" sections, which contain work simulation activities related to each of the four occupations (e.g., "imagine you are an auto mechanic; your task is to fill in a service order form"); these activities give participants "hands-on" experience in performing work-related tasks; and (3) four "decide" sections, which provide greater detail about the occupations and about working conditions, income, and education and experience required. Education and experience activities that can be undertaken by participants are suggested. (KC)

ED214009 CE031951

Thinking in Pictures. CAP Job Function.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-Employment and Training Administration (DOL), Washington, D.C. Office of Youth Programs.
Pub Date 81
Contract No-DOL-99-0-2297-33-52
Note-90p.; For related documents see CE 031 933-972.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Career Awareness; Career Choice; Career Counseling; Career Development; Career Education; Career Exploration; Career Guidance; Career Planning; *Cartoons; *Commercial Art; *Display Aids; Individualized Instruction; Learning Activities; Learning Modules; *Occupational Information; *Photography; Postsecondary Education; Programed Instructional Materials; Secondary Education; Self Evaluation (Individuals); Values Clarification
Identifiers-*Career Alert Planning Program

This Job Function Booklet (Thinking in Pictures) is one of the 14 components (see note) of the Career Alert Planning (CAP) program, a set of individualized materials designed to help participants find out about themselves and about the kind of work for which they are suited. In this program, participants become acquainted with occupations that are representative of 10 basic job functions. They learn how these occupations relate to personal interests, abilities, skills, educational goals, experiences, and training. They consider the working conditions, salary, and employment outlook for each occupation. Finally, participants use this information to make decisions and plans about the careers they will pursue. This Job Function Booklet examines occupations which require thinking in pictures, one of the 10 basic job functions explored in the series, and describes four occupations related to this function: photographer, cartoonist, display artist, and commercial artist. The booklet contains the following sections: (1) an "explore" section, which describes the thinking in pictures job function and introduces the four occupations representative of it; (2) four "perform" sections, which contain work simulation activities related to each of the four occupations (e.g., "you are a photographer; your task is to decide how to crop your photographs"); these activities give participants "hands-on" experience in performing work-related tasks; and (3) four "decide" sections, which provide greater detail about the occupations and about working conditions, income, and education and experience required. Education and experience activities that can be undertaken by participants are suggested. (KC)

ED214010 CE031952

Using Information about the Environment. CAP Job Function.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-Employment and Training Administration (DOL), Washington, D.C. Office of Youth Programs.
Pub Date 81
Contract No-DOL-99-0-2297-33-52
Note-96p.; For related documents see CE 031 933-972.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Career Awareness; Career Choice; Career Counseling; Career Development; Career Education; Career Exploration; Career Guidance; Career Planning; *Environment; *Farmers; *Grounds Keepers;

Individualized Instruction; Landscaping; Learning Activities; Learning Modules; *Meteorology; *Occupational Information; Postsecondary Education; Programed Instructional Materials; Secondary Education; Self Evaluation (Individuals); Values Clarification; Wildlife Management
Identifiers-*Career Alert Planning Program; *Fish and Game Wardens
This Job Function Booklet (Using Information about the Environment) is one of the 14 components (see note) of the Career Alert Planning (CAP) program, a set of individualized materials designed to help participants find out about themselves and about the kind of work for which they are suited. In this program, participants become acquainted with occupations that are representative of 10 basic job functions. They learn how these occupations relate to personal interests, abilities, skills, educational goals, experiences, and training. They consider the working conditions, salary, and employment outlook for each occupation. Finally, participants use this information to make decisions and plans about the careers they will pursue. This Job Function Booklet examines occupations using information about the environment, one of the 10 basic job functions explored in the series, and describes four occupations related to this function: landscape gardener, fish and game warden, farmer, and meteorologist. The booklet contains the following sections: (1) an "explore" section, which describes the environmental job function and introduces the four occupations representative of it; (2) four "perform" sections, which contain work simulation activities related to each of the four occupations (e.g., "imagine you are a fish and game warden; your task is to decide which people are not following fishing rules"); these activities give participants "hands-on" experience in performing work-related tasks; and (3) four "decide" sections, which provide greater detail about the occupations and about working conditions, income, and education and experience required. Education and experience activities that can be undertaken by participants are suggested. (KC)

ED214011 CE031953

Working with Equipment. CAP Job Function.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-Employment and Training Administration (DOL), Washington, D.C. Office of Youth Programs.
Pub Date 81
Contract No-DOL-99-0-2297-33-52
Note-88p.; For related documents see CE 031 933-972.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Career Awareness; Career Choice; Career Counseling; Career Development; Career Education; *Career Exploration; Career Guidance; Career Planning; Computer Science; *Cooks; Individualized Instruction; Learning Activities; Learning Modules; *Machinists; *Occupational Information; Paraprofessional Personnel; Postsecondary Education; Programed Instructional Materials; Secondary Education; Self Evaluation (Individuals); Values Clarification
Identifiers-Career Alert Planning Program; *Computer Technicians; *Telephone Operators

This Job Function Booklet (Working with Equipment) is one of the 14 components (see note) of the Career Alert Planning (CAP) program, a set of individualized materials designed to help participants find out about themselves and about the kind of work for which they are suited. In this program, participants become acquainted with occupations that are representative of the 10 basic job functions. They learn how these occupations are related to personal interests, abilities, skills, educational goals, experiences, and training. They consider the working conditions, salary, and employment outlook for each occupation. Finally, participants use this information to make decisions and plans about the careers they will pursue. This Job Function Booklet examines occupations which involve working with equipment, one of the 10 basic job functions explored in the series, and describes four occupations related to this function: computer service technician, telephone operator, cook, and machinist. The booklet contains the following sections: (1) an "explore" section, which describes the working with equipment job function and introduces the four occupations representative of it; (2) four "perform" sections, which contain work simulation activities related to each of the four occupations (e.g., "imagine you are a machinist; your task is to choose the correct machines to make parts"); these activities give participants "hands-on" experience in performing work-related tasks; and (3) four "decide" sections, which provide greater detail about the occupations and about working conditions, income, and education and experience required. Education and experience activities that can be undertaken by participants are suggested. (KC)

ED214012 CE031954

Working with Numbers and Symbols. CAP Job Function.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-Employment and Training Administration (DOL), Washington, D.C. Office of Youth Programs.
Pub Date 81
Contract No-DOL-99-0-2297-33-52
Note-94p.; For related documents see CE 031 933-972.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Career Awareness; Career Choice; Career Counseling; Career Development; Career Education; Career Exploration; Career Guidance; Career Planning; Individualized Instruction; Learning Activities; Learning Modules; *Library Technicians; *Medical Laboratory Assistants; Numbers; *Occupational Information; Postsecondary

Education; Programed Instructional Materials; Programers; Secondary Education; Self Evaluation (Individuals); Symbols (Mathematics); Values Clarification
Identifiers-*Bank Tellers; *Career Alert Planning Program
This Job Function Booklet (Working with Numbers and Symbols) is one of the 14 components (see note) of the Career Alert Planning (CAP) program, a set of individualized materials designed to help participants find out about themselves and about the kind of work for which they are suited. In this program, participants become acquainted with occupations that are representative of 10 basic job functions. They learn how these occupations relate to personal interests, abilities, skills, educational goals, experiences, and training. They consider the working conditions, salary, and employment outlook for each occupation. Finally, participants use this information to make decisions and plans about the careers they will pursue. This Job Function Booklet examines occupations involving working with numbers and symbols, one of the 10 basic job functions explored in the series, and describes four occupations related to this function: medical laboratory assistant, computer programmer, bank teller, and library assistant. The booklet contains the following sections: (1) an "explore" section, which describes the working with numbers and symbols job function and introduces the four occupations representative of it; (2) four "perform" sections, which contain work simulation activities related to each of the four occupations (e.g., "imagine you are a library assistant; your task is to help catalog new books for your library"); these activities give participants "hands-on" experience in performing work-related tasks; and (3) four "decide" sections, which provide greater detail about the occupations and about working conditions, income, and education and experience required. Education and experience activities that can be undertaken by participants are suggested. (KC)

ED214013 CE031955

CAP Worksheets.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-Employment and Training Administration (DOL), Washington, D.C. Office of Youth Programs.
Pub Date 81
Contract No-DOL-99-0-2297-33-52
Note-160p.; For related documents see CE 031 933-972.
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Career Awareness; Career Choice; Career Counseling; Career Development; *Career Education; Career Exploration; Career Guidance; Career Planning; Individualized Instruction; *Learning Activities; Learning Modules; Postsecondary Education; *Programed Instructional Materials; Secondary Education; Self Evaluation (Individuals); Values Clarification; *Workbooks; *Worksheets
Identifiers-*Career Alert Planning Program
This booklet of Worksheets for the Career Alert Planning (CAP) program is one of the 14 components (see note) of a set of individualized materials designed to help participants find out about themselves and about the kind of work for which they are suited. In this program, participants become acquainted with occupations that are representative of 10 basic job functions. They learn how these occupations relate to personal interests, abilities, skills, educational goals, experiences, and training. They consider the working conditions, salary, and employment outlook for each occupation. Finally, participants use this information to make decisions and plans about the careers they will pursue. These Worksheets are provided for participant use with the activities in each of the 10 Job Function Booklets. For each of the forty occupations explored in the series, one to four worksheets are provided to give participants information necessary to do the activities. Each worksheet is keyed to the occupation for which it contains material. Space is provided for participants to write on the worksheets, and the worksheets are illustrated with line drawings. (KC)

ED214014 CE031956

Lankard, Bettina; And Others

Work Maturity Skills Instructor Guide.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-Employment and Training Administration (DOL), Washington, D.C. Office of Youth Programs.
Pub Date 81
Contract No-DOL-99-0-2297-33-52
Note-23p.; For related documents see CE 031 933-972.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Behavior Patterns; *Career Education; Communication Skills; Competence; *Competency Based Education; Cooperation; Employee Responsibility; *Employment Potential; Guidelines; Habit Formation; Hygiene; *Individualized Instruction; Job Skills; Postsecondary Education; Program Descriptions; Program Development; Program Implementation; Secondary Education; Teacher Role; *Vocational Adjustment; *Work Attitudes; Young Adults
Identifiers-*Work Maturity Skills Training Program

This teaching guide is a part of those materials developed for the Work Maturity Skills Training Program. (The Work Maturity Skills Training Program is a set of individualized competency-based units that are designed to help participants develop the competencies they need to find and retain jobs.) Following a brief description of the purpose and scope of the program, the program's contents are outlined. Explained next are the packaging and use of program materials. The role of the instructor in implementing the program is discussed. Also provided are suggestions for supplementing the program. A worksheet key completes the guide. (Other Work Maturity Skills Training Program materials are available separately--see note.) (MN)

ED214015 CE031957

Work Maturity Skills Program Guide.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-Employment and Training Administration (DOL), Washington, D.C. Office of Youth Programs.
Pub Date 81
Contract No-DOL-99-0-2297-33-52
Note-23p.; For related documents see CE 031 933-972.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Behavior; *Career Education; Communication Skills; Competence; *Competency Based Education; Cooperation; Employee Responsibility; Guidelines; Habit Formation; Hygiene; *Individualized Instruction; Job Skills; Postsecondary Education; Program Descriptions; Program Development; Program Guides; Secondary Education; Skill Development; Teacher Role; *Vocational Adjustment; *Work Attitudes
Identifiers-*Work Maturity Skills Training Program

Intended for use by participating students, this guide provides an overview of the Work Maturity Skills Training Program. (The Work Maturity Skills Training Program is a set of individualized competency-based units that are designed to help participants develop the competencies they need to find and retain jobs.) Following a statement of the purpose of the program is an examination of the nature and importance of good work attitudes, habits, and practices. Outlined next are the following work maturity skill areas addressed in the program: presenting a positive image, exhibiting positive work attitudes, practicing good work habits, practicing ethical behavior, communicating effectively, accepting responsibility, and cooperating with others. Procedures utilized in individualized and competency-based instruction are explained. (Other Work Maturity Skills Training Program materials are available separately--see note.) (MN)

ED214016 CE031958

Present a Positive Image. Work Maturity Skills. Competency 1.0.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-Employment and Training Administration (DOL), Washington, D.C. Office of Youth Programs.

Pub Date 81
Contract No-DOL-99-0-2297-33-52
Note-59p.; For related documents see CE 031 933-972.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Behavioral Objectives; Career Education; Clothing; *Competency Based Education; Dental Health; Employment Potential; *Hygiene; *Individualized Instruction; Instructional Materials; Job Skills; Learning Activities; Nutrition; Physical Fitness; Postsecondary Education; Secondary Education; *Self Care Skills; Self Esteem; *Skill Development; *Vocational Adjustment
Identifiers-*Work Maturity Skills Training Program

Designed for use as a part of the Work Maturity Skills Training Program, this unit consists of instructional materials dealing with presenting a positive image. (The Work Maturity Skills Training Program is a set of individualized competency-based units that are designed to help participants develop the competencies they need to find and retain jobs.) Addressed in the individual lessons are the following competencies: (1) following good grooming practices (cleanliness and dental hygiene); (2) practicing good health habits (good nutrition and diet principles and habits that promote physical fitness); (3) dressing appropriately for the job (appropriate work clothing and keeping clothing in good condition); and (4) exhibiting self-confidence (identifying personal strengths and using positive body language). Each lesson consists of a performance objective, learning activities, information sheets, worksheets, and evaluation checklists. (Other Work Maturity Skills Training Program materials are available separately--see note.) (MN)

ED214017 CE031959

Exhibit Positive Work Attitudes. Work Maturity Skills. Competency 2.0.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-Employment and Training Administration (DOL), Washington, D.C. Office of Youth Programs.
Pub Date 81
Contract No-DOL-99-0-2297-33-52
Note-28p.; For related documents see CE 031 933-972.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Behavioral Objectives; Career Education; *Competency Based Education; Creativity; Employment Potential; *Individualized Instruction; Instructional Materials; *Interpersonal Competence; Job Skills; Learning Activities; Postsecondary Education; Secondary Education; *Skill Development; *Vocational Adjustment; *Work Attitudes; Young Adults
Identifiers-Pride in Performance; *Work Maturity Skills Training Program Designed for use as a part of the Work Maturity Skills Training

Program, this unit consists of instructional materials dealing with exhibiting positive work attitudes. (The Work Maturity Skills Training Program is a set of individualized competency-based units that are designed to help participants develop the competencies they need to find and retain jobs.) Addressed in the individual lessons are the following competencies: (1) using basic social skills (assuming positive behavior and exhibiting interest in others); (2) being creative and willing to learn (identifying creative potential in oneself and others and seeking new ideas and ways of doing things); and (3) taking pride in one's work (developing a sense of contribution about one's work and being particular about the finished product). Each lesson consists of a performance objective, learning activities, information sheets, worksheets, and evaluation checklists. (Other Work Maturity Skills Training Program materials are available separately--see note.) (MN)

ED214018 CE031960

Practice Good Work Habits. Work Maturity Skills. Competency 3.0.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-Employment and Training Administration (DOL), Washington, D.C. Office of Youth Programs.
Pub Date 81
Contract No-DOL-99-0-2297-33-52
Note-48p.; For related documents see CE 031 933-972.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Attendance; Behavior; Behavioral Objectives; Career Education; *Competency Based Education; Employment Potential; Individual Characteristics; *Individualized Instruction; Instructional Materials; Job Skills; Learning Activities; Postsecondary Education; Safety; Secondary Education; *Skill Development; *Vocational Adjustment; *Work Attitudes; Young Adults
Identifiers-*Work Maturity Skills Training Program

Designed for use as a part of the Work Maturity Skills Training Program, this unit consists of instructional materials dealing with practicing good work habits. (The Work Maturity Skills Training Program is a set of individualized competency-based units that are designed to help participants develop the competencies they need to find and retain jobs.) Addressed in the individual lessons are the following competencies: (1) maintaining regular attendance (being punctual and dependable); (2) being thorough and diligent (completing tasks willingly and on time, being persistent and persevering, and maintaining professional knowledge); and (3) following safety practices (identifying and following general safety rules, operating equipment safely, and identifying and demonstrating first aid techniques). Each lesson consists of a performance objective, learning activities, information sheets, worksheets, and evaluation checklists. (Other Work Maturity Skills Training Program materials are available separately--see note.) (MN)

ED214019 CE031961

Practice Ethical Behavior. Work Maturity Skills. Competency 4.0.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-Employment and Training Administration (DOL), Washington, D.C. Office of Youth Programs.
Pub Date 81
Contract No-DOL-99-0-2297-33-52
Note-44p.; For related documents see CE 031 933-972.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Behavior; Behavioral Objectives; *Behavior Standards; Career Education; *Competency Based Education; Cooperation; Employment Potential; *Ethics; Individual Characteristics; *Individualized Instruction; Instructional Materials; Job Skills; Learning Activities; *Moral Values; Postsecondary Education; Secondary Education; *Skill Development; Vocational Adjustment; Young Adults
Identifiers-*Work Maturity Skills Training Program

Designed for use as a part of the Work Maturity Skills Training Program, this unit consists of instructional materials dealing with practicing ethical behavior. (The Work Maturity Skills Training Program is a set of individualized competency-based units that are designed to help participants develop the competencies they need to find and retain jobs.) Addressed in the individual lessons are the following competencies: (1) exercising integrity and good judgement (maintaining confidentiality, maintaining loyalty, and demonstrating honesty); (2) respecting property (caring for buildings and caring for equipment and furniture); and (3) following company rules (following company policies and procedures and cooperating with organization and union to resolve conflicts). Each lesson consists of a performance objective, learning activities, information sheets, worksheets, and evaluation checklists. (Other Work Maturity Skills Training Program materials are available separately--see note.) (MN)

ED214020 CE031962

Communicate Effectively. Work Maturity Skills. Competency 5.0.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-Employment and Training Administration (DOL), Washington, D.C. Office of Youth Programs.
Pub Date 81
Contract No-DOL-99-0-2297-33-52

Note-58p.; For related documents see CE 031 933-972.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Behavioral Objectives; Career Education; *Communication Skills; *Competency Based Education; Employment Potential; *Individualized Instruction; Instructional Materials; Job Skills; Learning Activities; Listening Habits; Nonverbal Communication; Postsecondary Education; Secondary Education; *Skill Development; Speech Communication; *Vocational Adjustment; Writing Skills; Young Adults
Identifiers-*Work Maturity Skills Training Program

Designed for use as a part of the Work Maturity Skills Training Program, this unit consists of instructional materials dealing with practicing good work habits. (The Work Maturity Skills Training Program is a set of individualized competency-based units that are designed to help participants develop the competencies they need to find and retain jobs.) Addressed in the individual lessons are the following competencies: (1) demonstrating spoken communication skills (using proper language, using proper speaking techniques, and correctly relating information and messages); (2) demonstrating written communication skills (stating information clearly, correctly, and concisely and conveying information accurately and completely); (3) demonstrating nonverbal communication skills (using body language to improve speaking and listening skills); and (4) demonstrating good listening habits (exhibiting qualities of a good listener and following verbal instructions). Each lesson consists of a performance objective, learning activities, information sheets, worksheets, and evaluation checklists. (Other Work Maturity Skills Training Program materials are available separately--see note.) (MN)

ED214021 CE031963

Accept Responsibility. Work Maturity Skills. Competency 6.0.
Ohio State Univ:, Columbus. National Center for Research in Vocational Education.
Spons Agency-Employment and Training Administration (DOL), Washington, D.C. Office of Youth Programs.
Pub Date 81
Contract No-DOL-99-0-2297-33-52
Note-56p.; For related documents see CE 031 933-972.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Behavioral Objectives; Career Education; Competency Based Education; *Employee Responsibility; Employment Potential; Home Management; *Individualized Instruction; Instructional Materials; Job Skills; Learning Activities; Money Management; Postsecondary Education; Problem Solving; *Responsibility; Secondary Education; *Skill Development; *Vocational Adjustment; Young Adults
Identifiers-*Work Maturity Skills Training Program

Designed for use as a part of the Work Maturity Skills Training Program, this unit consists of instructional materials dealing with accepting responsibility. (The Work Maturity Skills Training Program is a set of individualized competency-based units that are designed to help participants develop the competencies they need to find and retain jobs.) Addressed in the individual lessons are the following competencies: (1) using initiative (anticipating responsibilities on the job and being willing to perform one's scope of work); (2) using problem solving techniques (analyzing problems, identifying and choosing among alternatives, and devising a plan of action); and (3) managing personal finances). Each lesson consists of a performance objective, learning activities, information sheets, worksheets, and evaluation checklists. (Other Work Maturity Skills Training Program materials are available separately--see note.) (MN)

ED214022 CE031964

Cooperate with Others. Work Maturity Skills. Competency 7.0.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-Employment and Training Administration (DOL), Washington, D.C. Office of Youth Programs.
Pub Date 81
Contract No-DOL-99-0-2297-33-52
Note-36p.; For related documents see CE 031 933-972.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Behavioral Objectives; Career Education; Communication Skills; *Competency Based Education; Conflict; *Cooperation; Employment Potential; *Individualized Instruction; Instructional Materials; *Interpersonal Competence; Job Skills; Learning Activities; Secondary Education; *Skill Development; Supervisors; *Teamwork; Vocational Adjustment; Work Environment
Identifiers-*Work Maturity Skills Training Program

Designed for use as a part of the Work Maturity Skills Training Program, this unit consists of instructional materials dealing with cooperating with others. (The Work Maturity Skills Training Program is a set of individualized competency-based units that are designed to help participants develop the competencies they need to find and retain jobs.) Addressed in the individual lessons are the following competencies: working as a member of a team (communicating freely with co-workers and supervisors and dealing with job frustrations) and working under supervision (identifying and working within the organizational structure and coping with conflict). Each lesson consists of a performance objective, learning activities, information sheets, worksheets, and evaluation checklists. (Other Work Maturity Skills Training Program materials are available separately--see note.) (MN)

ED214023 CE031965

Lankard, Bettina; And Others

Job Search Skills Instructor Guide.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Employment and Training Administration (DOL), Washington, D.C. Office of Youth Programs.

Pub Date 81

Contract No-DOL-99-0-2297-33-52

Note-24p.; For related documents see CE 031 933-972.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adult Vocational Education; Career Education; Check Lists; *Competency Based Education; Employment Programs; Federal Programs; *Individualized Instruction; *Job Search Methods; Job Training; Program Descriptions; *Skill Development; *Teacher Role; Teaching Guides; Vocational Education; *Vocational Maturity; Youth Programs

Identifiers-*Job Search Skills Training Program

This instructor guide accompanies the program guide and five competency booklets in the Job Search Skills package. (These other materials are available separately as CE 031 966-971.) It describes the Job Search Skills training program which is individualized and can be operated on an open-entry, open-exit basis, and lists the competencies, tasks, and operational units covered in the program. Other topics covered include contents, use, instructor role, and supplementing the program. Two forms (checklists) suitable for reproduction are also provided; one is to be used to record each participant's progress in developing job search competencies; the other is for use in assessing each participant's work maturity competencies. (YLB)

ED214024 CE031966

Job Search Program Guide.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-Employment and Training Administration (DOL), Washington, D.C. Office of Youth Programs.
Pub Date 81
Contract No-DOL-99-0-2297-33-52
Note-23p.; For related documents see CE 031 933-972.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adult Vocational Education; *Career Education; *Competency Based Education; Employment Programs; Federal Programs; *Individualized Instruction; Instructional Materials; *Job Search Methods; Job Training; *Orientation; Orientation Materials; *Skill Development; Vocational Education; Youth Programs
Identifiers-*Job Search Skills Training Program

This program guide for participants is part of the Job Search Skills package. (An instructor guide and five competency booklets are available separately as CE 031 965-971.) It is divided into two sections. The introduction explains the concept of job search skills and the importance employers place on these skills. An outline of the job search skills is provided. The procedure section defines terms and explains the organization and use of materials. (YLB

ED214025 CE031967

Prepare for the Job Search. Job Search. Competency 1.0.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-Employment and Training Administration (DOL), Washington, D.C. Office of Youth Programs.
Pub Date 81
Contract No-DOL-99-0-2297-33-52
Note-84p.; For related documents see CE 031 933-972.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Adult Vocational Education; Behavioral Objectives; *Career Choice; Career Education; Check Lists; Competency Based Education; Employment Programs; *Employment Qualifications; Federal Programs; Individualized Instruction; Informal Assessment; Instructional Materials; Job Application; *Job Search Methods; Job Training; *Occupational Information; *Portfolios (Background Materials); Skill Development; Units of Study; Vocational Education; Youth Programs
Identifiers-Comprehensive Employment and Training Act; *Job Search Skills Training Program; *Resumes

This competency booklet for individualized competency-based instruction is the first of five in the Job Search Skills package. (Instructor program and guides are available separately as CE 031 965 and 966, the other booklets as CE 031 968-971.) It contains 15 operational units related to the job search competency of preparing for the job search. (The competency is divided into tasks which are further divided into operational units or units of work that relate to the task.) Each operational unit is presented in this format: competency, task, operational unit, performance objective, steps to follow to do the unit of work with the procedures outlined, information sheets, worksheets, and evaluation checklist. The tasks (and operational units) covered include (1) choose a job and prepare for employment (determine jobs for which qualified, define hiring practices, meet hiring requirements), (2) compile information for application and/or resume (record personal data; state career objective; list formal education and training, special skills, work experiences, volunteer experiences, military experiences, special credits and activities, references), and (3) prepare resume (choose resume type, prepare draft and final copies).

(YLB)

ED214026 CE031968

Search for Available Jobs. Job Search. Competency 2.0.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-Employment and Training Administration (DOL), Washington, D.C. Office of Youth Programs.
Pub Date 81
Contract No-DOL-99-0-2297-33-52
Note-41p.; For related documents see CE 031 933-972.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adult Vocational Education; Behavioral Objectives; *Career Education; Check Lists; Competency Based Education; Employment Opportunities; Employment Programs; Federal Programs; *Individualized Instruction; Informal Assessment; Instructional Materials; *Job Search Methods; Job Training; Units of Study; Vocational Education; Youth Programs
Identifiers-*Job Search Skills Training Program

This competency booklet for individualized competency-based instruction is the second of five in the Job Search Skills package. (Instructor program and guides are available separately as CE 031 965 and 966, the other booklets as CE 031 967-971.) It contains seven operational units related to the job search competency of searching for available jobs. (The other competency is divided into tasks which are further divided into operational units or units of work that relate to the task.) Each operational unit is presented in this format: competency, task, operational unit, performance objective, steps to follow to do the unit of work with the procedures outlined, information sheets, worksheets, and evaluation checklist. The tasks (and operational units) covered include (1) identify potential employers (compile list of job leads, gather facts about job leads), (2) decide which employers to contact first (relate personal skills and personal preferences to job leads), and (3) follow job leads (prepare message, contact employers by telephone and in person). (YLB)

ED214027 CE031969

Apply for Jobs. Job Search. Competency 3.0.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-Employment and Training Administration (DOL), Washington, D.C. Office of Youth Programs.
Pub Date 81
Contract No-DOL-99-0-2297-33-52

Note-37p.; For related documents see CE 031 933-972.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adult Vocational Education; Behavioral Objectives; *Career Education; Check Lists; *Competency Based Education; Employment Interviews; Employment Programs; Federal Programs; *Individualized Instruction; Informal Assessment; Instructional Materials; *Job Application; *Job Search Methods; Job Training; Units of Study; Vocational Education; Youth Programs
Identifiers-*Job Search Skills Training Program

This competency booklet for individualized competency-based instruction is the third of five in the Job Search Skills package. (Instructor program and guides are available separately as CE 031 965 and 966, the other booklets as CE 031 967-971.) It contains four operational units related to the job search competency of applying for jobs. (The competency is divided into tasks which are further divided into operational units or units of work that relate to the task.) Each operational unit is presented in this format: competency, task, operational unit, performance objective, steps to follow to do the unit of work with the procedures outlined, information sheets, worksheets, and evaluation checklist. The tasks (and operational units) covered include (1) fill out applications (anticipate questions; record information neatly, clearly, completely, and correctly) and (2) present the application (find out relevant facts, seek an appointment for an interview). (YLB)

ED214028 CE031970

Interview for the Job. Job Search. Competency 4.0.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-Employment and Training Administration (DOL), Washington, D.C. Office of Youth Programs.
Pub Date 81
Contract No-DOL-99-0-2297-33-52
Note-63p.; For related documents see CE 031 933-972.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Adult Vocational Education; Behavioral Objectives; *Career Education; Check Lists; *Competency Based Education; *Employment Interviews; Employment Programs; Federal Programs; *Individualized Instruction; Informal Assessment; Instructional Materials; Job Application; *Job Search Methods; Job Training; Units of Study; Vocational Education; Youth Programs
Identifiers-*Job Search Skills Training Program

This competency booklet for individualized competency-based instruction is the fourth of five in the Job Search Skills package. (Instructor program and guides are available separately as CE 031 965 and 966, the other booklets as CE 031 967-971.) It contains 13 operational units related to the job search competency of interviewing for the job. (The competency is divided into tasks which are further divided into operational units or units of work that relate to the task.) Each operational unit is presented in this format: competency, task, operational unit, performance objective, steps to follow to do the unit of work with the procedures outlined, information sheets, worksheets, and evaluation checklist. The tasks (and operational units) covered include (1) prepare for the interview (make appointment, make arrangements to get to the interview, anticipate interview questions, prepare physical appearance, take necessary materials, be punctual), (2) handle the interview (handle introduction positively, communicate effectively, ask questions about job and company, complete interview), and (3) follow up on interview (evaluate and improve interview techniques, write thank-you letter, place followup telephone calls). (YLB)

ED214029 CE031971

Handle the Job Offer. Job Search. Competency 5.0.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-Employment and Training Administration (DOL), Washington, D.C. Office of Youth Programs.
Pub Date 81
Contract No-DOL-99-0-2297-33-52
Note-25p.; For related documents see CE 031 933-972.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adult Vocational Education; Behavioral Objectives; *Career Choice; Career Education; Check Lists; *Competency Based Education; *Decision Making; Employment Programs; Employment Qualifications; Federal Programs; *Individualized Instruction; Informal Assessment; Instructional Materials; *Job Search Methods; Job Training; *Occupational Information; Units of Study; Vocational Education; Youth Programs
Identifiers-*Job Search Skills Training Program

This competency booklet for individualized competency-based instruction is the fifth of five in the Job Search Skills package. (Instructor program and guides are available separately as CE 031 965 and 966, the other booklets as CE 031 967-970.) It contains four operational units related to the job search competency of handling the job offer. (The competency is divided into tasks which are further divided into operational units or units of work that relate to the task.) Each operational unit is presented in this format: competency, task, operational unit, performance objective, steps to follow to do the unit of work with the procedures outlined, information sheets, worksheets, and evaluation checklist. The tasks (and operational units) covered include (1) find out information about the job and company

(identify specific items in job offer, find out company's policies and procedures) and (2) negotiate for the job (determine if the job offer meets personal needs, make a choice). (YLB)

ED214030 CE031972

Fitch, Brian; And Others
Technical Assistance for Employment and Training Programs. Overview.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-Employment and Training Administration (DOL), Washington, D.C. Office of Youth Programs.
Pub Date Sep 81
Contract No-DOL-99-0-2297-33-52
Note-57p.; For related documents see CE 031 933-971.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Adult Vocational Education; Basic Skills; Career Education; Career Guidance; Competency Based Education; Educational Planning; *Educational Resources; Employment Potential; *Employment Programs; Federal Programs; Followup Studies; Individualized Instruction; *Instructional Materials; Job Placement; Job Search Methods; Job Skills; *Job Training; Models; Postsecondary Education; Program Development; Program Implementation; Recruitment; Secondary Education; Skill Development; *Technical Assistance; Technology Transfer; Testing; Vocational Education; Vocational Maturity; Youth Programs
Identifiers-Comprehensive Employment and Training Act
This booklet describes a model technical assistance program of 16 products and services for Comprehensive Employment and Training Act prime sponsors. An introduction overviews the developer, the National Center for Research in Vocational Education, and the model. Goals and components of the model are described. This information is provided for each product/service available: overview, purpose and objectives, and description of product and/or services. These technical assistance needs and the products and/or services designed to meet them are described: working with service deliverers (guidelines for Requests for Proposals, proposal development, and evaluations); using new information (reviews of demonstration projects and Knowledge Development Activities); using labor market information (guidelines); collaboration (apprenticeship linkage models); intake (implementation guidelines); testing (implementation guidelines); guidance and Employability Development Plans (guidance procedures and employability guidelines); orientation to world of work (individualized curriculum); planning, decision making, occupational choice (individualized curriculum); work maturity skills (individualized competency-based curriculum); job search skills (individualized competency-based curriculum); private sector involvement (procedures for identifying needed training and skills, methods of gaining commitment to hire); reading and math (procedures for teaching occupationally relevant skills); job placement and development (guidelines for agency collaboration); and followup and followthrough (procedures). (YLB)

ED214031 CE031981

Texas Driver and Traffic Safety Education Teacher Preparation Guide.
Texas Education Agency, Austin. Div. of Curriculum Development.
Pub Date 82
Note-221p.
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-Accident Prevention; Alcohol Education; Behavioral Objectives; Competence; Course Descriptions; *Curriculum Development; Disabilities; *Driver Education; Drug Abuse; Guidelines; Higher Education; Instructional Materials; Learning Activities; Motor Vehicles; Resources; *Safety Education; Secondary Education; *Teacher Education; *Teaching Methods; Traffic Accidents; *Traffic Safety

This guide contains detailed descriptions of four university courses designed to give basic driver and traffic safety education preparation to prospective driver education teachers. The basic courses are as follows: Safety Education (general safety education concepts with emphasis on nontraffic areas); Driver and Traffic Safety Education I (instruction in the concepts and procedures to instruct the classroom and on-street phases of driver education); Driver and Traffic Safety Education II (practicum in classroom and on-street instructional experiences with high school driver education students); and Driver and Traffic Safety Education III (theory and practice simulation, multiple-car, and other off-street laboratory phases of driver education as well as principles for administrating multiphase programs). Also provided are brief descriptions of nine additional courses useful for driver education teachers. Topics of these courses include the highway transportation system; alcohol, drugs, and traffic safety; motorcycle education; driver education for the handicapped; emergency care of the injured; psychology of accident prevention; traffic law enforcement; and traffic and highway engineering principles. Each of the four basic courses described contains lists of competencies, resources, course content related to individual competencies, and suggested learning activities. Also provided are bibliographies for each of the four courses. (MN)

ED214032 CG015766

Whitley, Bernard E., Jr.

Sex Role Orientation and Self-Esteem: A Critical Meta-Analytic Review.

Pub Date Apr 81
Note-40p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (52nd, New York, NY, April 22-25, 1981). For related document, see CG 015 768.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Androgyny; *Congruence (Psychology); Measures (Individuals); Personality Traits; *Psychological Patterns; Research Methodology; Role Perception; Self Concept; *Self Esteem; *Sex Differences; *Sex Role
Identifiers-*Masculinity

Research on the relationship between sex-role orientation and psychological well-being has been guided by one of three models. The congruence model holds that psychological well-being will be fostered only when one's sex-role orientation is congruent with one's gender; the androgyny model proposes that well-being will be maximized when one's sex-role orientation incorporates a high degree of both masculinity and femininity regardless of one's gender; the masculinity model posits that well-being is a function of the extent to which one has a masculine sex-role orientation. The adequacy of these three models was tested by means of a meta-analysis of 34 studies of the relationship between sex-role orientation and self-esteem, the indicator of psychological well-being most widely used in sex-role studies. The results of the meta-analysis were most supportive of the masculinity model, and found that the strength of observed relationships between sex-role orientation and self-esteem varied as a function of both the sex-role measure and the type of self-esteem measure used in the studies. The findings indicate that a relationship exists between masculinity and self-esteem in both sexes. (Author/NRB)

ED214033 CG015767

Bear, Roberta Meyer; Flowers, Barbara P.

Widowhood Fantasies: Incidence, Characteristics, and Potential Function.

Spons Agency-Governors State Univ., Park Forest South, Ill.
Pub Date Aug 81
Grant-862-31
Note-8p.; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Coping; *Death; Divorce; *Fantasy; Individual Power; Interpersonal Relationship; Locus of Control; Marital Instability; Marital Status; *Sex Differences; *Spouses; *Widowed

Although some people fantasize about their spouse's possible death, the literature contains no reports of research on widowhood fantasies. The incidence, characteristics, and possible function of these fantasies were examined in individual interviews with 28 divorced and married men and women. Interview data were analyzed by calculating chi-square values to determine the degree of relationship between each of three variables (gender, marital status, dominance in marital decisions) and each of three aspects of widowhood fantasies (frequency, content, timing). All three aspects of fantasies were significantly related to gender; frequency was significantly related to dominance in marital decisions. Women reported more regular incidence of widowhood fantasies than men. Most women imagined death by accident or natural causes, and almost all reported occurrence after arguments or when contemplating divorce. Men's responses were approximately equally distributed among frequency categories. Most men imagined their spouse's death by murder or suicide; five men reported never thinking about their wife's death. The response patterns suggest that widowhood fantasies serve as a coping device for marital dissatisfaction primarily for women, but also for dominated men. (Author/NRB)

ED214034 CG015768

Whitley, Bernard E., Jr.; Golin, Sanford

Sex Role Self-Concept and Depression: A Path-Analytic Approach.

Pub Date Aug 81
Note-22p.; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981). Figures are of marginal reproducibility. For related document, see CG 015 766.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Androgyny; *Congruence (Psychology); Correlation; *Depression (Psychology); Path Analysis; Personality Traits; Psychological Patterns; *Self Concept; Self Esteem; *Sex Differences; *Sex Role; Well Being
Identifiers-*Masculinity

Most research examining the relationship between sex role orientation and psychological well-being has been guided by either the congruence, androgyny, or masculinity model. The congruence model predicts that low self-esteem and high depression are consequences of gender/sex role incongruence. The androgyny model predicts that high self-esteem and low depression result from the additive effects of high masculinity and high femininity in both sexes. The masculinity model predicts that high self-esteem and low depression are a result of high masculinity in both sexes. Undergraduates (N=258) completed the Bem Sex Role Inventory, the Beck Depression Inventory, and the Revised Janis-Field Feelings of Inadequacy Scale. Although sex role self-concept was related to depression, the process was different for men and women. Path analysis of the data for women strongly supported the masculinity model for

women; greater masculinity was associated with high self-esteem and low depression. Results of the path analysis for men partially supported the congruence model; self esteem was maximized and depression minimized when gender and sex role self-concept were congruent. The findings tend to support the general view that depression is related to sex role self-concept as a consequence of the self-concept's influence on self-esteem. (NRB)

ED214035 CG015769

Schwartz, Lita Linzer

Women's Problems: Immobility and Professional Growth.

Pub Date Aug 81
Note-14p.; Paper presented at the Annual Convention of the International Council of Psychologists (39th, Los Angeles, CA, August 20-23, 1981).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adjustment (to Environment); *Employed Women; Employment Opportunities; *Females; Individual Development; Job Satisfaction; Models; *Occupational Mobility; *Problem Solving; *Professional Development; *Professional Personnel; Promotion (Occupational); Vocational Adjustment

This paper focuses on the dilemma of job immobility for the married professional woman who, by subordinating mobility to her marriage, faces a problem of professional growth within the constraints of a fixed location. Solutions to this problem are suggested, using an immobile married female psychologist as an example. An adaptation of the "Twenty Uses" method, i.e., 20 suggestions for professional growth, are enumerated and discussed. The first 10 suggestions are general ideas, while the last 10 ideas offer more specific activities for either clinical work or academia. It is noted that the "Twenty Uses" are useful for any professional woman who has access to the postal service, professional literature, and cooperative colleagues. The method suggested is also helpful for other professionals, such as the physically disabled, who may be immobile. (NRB)

ED214036 CG015770

Contee, Jerome A., Ed.
Drug Program Report: Credentialing.
HCS, Inc., Potomac, Md.
Spons Agency-National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.
Report No-DHHS-ADM-81-1161
Pub Date Aug 81
Contract No-NIDA-271-80-4807
Note-30p.
EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Accrediting Agencies; Anthologies; College Credits; *Counselor Certification; Counselor Qualifications; Counselors; *Credentials; Drug Abuse; *Drug Rehabilitation; Experiential Learning; Program Descriptions; Standards; *State Licensing Boards; *State Standards
Identifiers-*Reciprocity

This report contains several articles on drug abuse worker credentialing, and provides an update on information about credentialing policies and reciprocity efforts of the states. The first article reports on a meeting of the credentialing/reciprocity task force comprised of representatives from 10 states which have exhibited leadership in the credentialing of substance abuse workers. A subsequent article describes the substance abuse counselor certification program in Tennessee. Other articles discuss the development of the Structured Assessment Package to define and assess counselor competencies in Pennsylvania, and an effort to negotiate for academic credit in Ohio. An overview of standards development for the professional drug abuse counselor is provided, including a summary of the basic requirements that various certifying boards use to evaluate counselors. A Career Development Center perspective on academic linkages is given which highlights existing alternative routes for obtaining academic credentials. The final article provides a retrospective look at the National Institute for Drug Programs, an endeavor which offered substance abuse workers a combination of on-the-job training activities and formal college credit needed for state licensing and certification. (NRB)

ED214037 CG015771

Daniels, Craig E.

Computer Analyzed Stress-Episode Cards: A Self-Awareness Feedback Technique.

Pub Date Apr 81
Note-17p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (52nd, New York, NY, April 22-25, 1981).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Cognitive Style; *Computer Assisted Instruction; Coping; *Feedback; Individual Development; *Individual Psychology; Learning Processes; Participant Satisfaction; Problem Solving; Program Descriptions; *Self Help Programs; *Stress Variables
Identifiers-*Self Awareness; *Stress Management

This document addresses the problem faced by stress management programs in their attempts to increase self-awareness of stress response patterns and sources of stress. Drawbacks to the techniques of daily diaries and stress logs are noted and the use of computer-analyzed stress episode cards as a self-awareness feedback technique is explained. The procedure used to complete the cards after self-defined stressful events is described and the use of weekly individual computer printouts which contain an analysis and organization of card information is discussed. The popularity of stress-episode cards is briefly reviewed, and sample cards are provided, accompanied by instructions for card completion and a sample printout of a stress-episodes analysis. (NRB)

ED214038 CG015772

Winstead, Annie S.

Helping the Nontraditional Student: Counseling, Job Development, and Job Placement.

South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Pub Date 81

Note-28p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Career Counseling; *Employment Interviews; Equal Opportunities (Jobs); Individual Needs; *Job Application; *Job Placement; *Nontraditional Occupations; *Nontraditional Students; Occupational Aspiration; School Counselors; Secondary Education; Sex Discrimination; Vocational Education

This guide, developed for counselors and job placement coordinators working with nontraditional students who choose to pursue a course of study not traditionally associated with their sex, presents a schematic discussion of components necessary for nontraditional student job placement services. Guidance and counseling areas raised by students considering nontraditional careers are discussed along with issues to be considered before, during, and after a student enrolls in a program of study. The goals of job development are outlined and ideas for valuable public relations information and supportive materials are provided. A section on job placement centers on the problems of job applications and interviews for nontraditional students. Information on job matching, interview arrangements, and follow-up evaluations is included. The appendix contains various sample forms for resumes, employer and student profiles, and job information. (NRB)

ED214039 CG015773

Lecomte, Conrad; Bernstein, Bianca L.

A Comparative Study of Sampling Procedures in Counseling Process Research.

Pub Date Aug 81
Note-45p.; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981).
EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Comparative Analysis; *Counseling Techniques; Counselor Client Relationship; *Counselor Evaluation; Counselor Performance; Data Collection; *Empathy; *Evaluation Methods; Perspective Taking; Research Needs; *Research Problems; *Sampling; Therapeutic Environment

Among the variables contributing to the therapeutic relationship between counselor and client, empathy has received much attention in counseling process research. Most of this research has relied on brief segments as a sampling unit; seldom have these segments been compared with entire counseling sessions. Segments of sessions and entire sessions videotaped by 21 counselors were compared using Carkhuff's measurement of empathy. Thirteen sampling procedures of empathy level were systematically compared with ratings of entire sessions to determine whether the empathy judged from segments was similar to that from entire sessions. Data analyses revealed that, in order to have a reasonable approximation to session-based judgments, a sampling unit should be at least a total of 15 minutes from a 60-minute session, distributed in three segments of five minutes taken in each third of the entire session. A subsequent critical analysis of 48 studies based on a brief segment sampling procedure to measure empathy indicated that only seven studies would have adequate sampling units. The findings suggest that empathy as a broad dimension of counselor relationship qualities may be one aspect of counselor interaction for which sampling units are a difficult substitute for entire sessions. (Author/NRB)

ED214040 CG015774

Walsh, William M.

A Family Counseling Sequence in Counselor Education.

Pub Date Oct 81

Note-10p.; Paper presented at the Annual Conference of the North Central Association for Counselor Education and Supervision (Milwaukee, WI, October 16-18, 1981).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Counselor Training; Course Content; Course Descriptions; Experiential Learning; *Family Counseling; Graduate Study; Higher Education; *Internship Programs; *Marriage Counseling; *Practicums; Program Descriptions; Program Evaluation; Student Experience

This article describes a sequence of marriage and family counseling courses offered within the context of a Masters program in counselor education. Following the rationale for the courses and a general program discussion, the seven courses in the family counseling sequence are enumerated and explained, including: (1) theories of family counseling; (2) advanced theories and methods; (3) supervised experience in marriage and family counseling; (4) research in marriage and family counseling; (5) a family counseling practicum; (6) a marriage and family counseling practicum; and (7) an internship in marriage and family counseling. An evaluation of the impact and advantage of this curricular sequence

concludes the article. (NRB)

ED214041 CG015775

Meiselman, Karin C.

A Historical Perspective on the Treatment of Incest.

Pub Date 28 Aug 81

Note-11p.; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Child Abuse; *Crisis Intervention; Family Problems; Family Relationship; Fathers; Feminism; *Parent Child Relationship; Prevention; Psychopathology; *Psychotherapy; *Social Problems; State of the Art Reviews; *Victims of Crime

Identifiers-*Incest

Freud brought the concept of incestuous impulses and their repression into the mainstream of developmental psychology and emphasized the importance of incestuous stimulation as a source of psychopathology. Traditions of denial and victim blaming were established in the psychotherapeutic community, and Freud's belief that incestuous acting out would be traumatic for children was discounted by academic clinicians. In the 1950's and 1960's, serious examination of incestuous behavior began. Studies in social agencies and prisons established characteristics of incestuous fathers and studies of incestuous families in psychotherapy revealed the dynamics of family interactions. Interest in incest research peaked in the 1970's when incest became recognized as a social problem, and federal funds were allocated for incest treatment programs and primary prevention. The convergence of two social movements in the 1970's, the child protection lobby and the women's movement, directed the attention of the professional community upon the problem of incest. Two broad categories of therapeutic intervention in incest focused on intervention in a currently involved family and treatment of long-term after-effects in victims of incest. The recent formation of self-help groups of incest victims and correspondence networks have provided victims with a new and important social support system. (NRB)

ED214042 CG015776

Walsh, James A.; And Others

An Instance of Convergence of Behavioral Assessments and Inventory Measures of Traditionally Defined Traits.

Pub Date Apr 81
Note-13p.; Paper presented at the Annual Meeting of the Western Psychological Association (61st, Los Angeles, CA, April 9-12, 1981).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Attention; *Behavior Rating Scales; *Correlation; Group Dynamics; Individual Characteristics; Interpersonal Competence; *Measures (Individuals); Observation; Personality Assessment; *Personality Measures; *Personality Traits; *Predictive Validity; Social Behavior

One problem in the assessment of personality characteristics is the lack of predictive power of scales across time and situations with respect to overt behavior. Items from two scales of the Edwards Personality Inventory (Articulate and Center of Attention) considered suitable for behavioral assessment, were found to have a relatively high rate of occurrence in small group activities common to young adults. Eight behavioral categories for the Center of Attention Scale and six categories for the Articulate scale were derived. Two groups of young adults (N=7 and N=8) were observed for a 30-minute discussion period and recordings were made using both sets of categories. Subjects also responded to the two inventory measures. Results indicated that the correlation between the behavioral measures and the inventory measures was .82 for Articulate and .86 for Center of Attention. Correlation between the two behavioral measures of the two traits was .40; correlation between the inventory measures was .51. The findings suggest that at least some personality traits can be reliably and convergently measured by both behavioral assessment techniques and traditional inventory scales. (Author/NRB)

ED214043 CG015777

Wollert, Richard; And Others

Causal Attributions and Normal Mood Variations.

Pub Date Apr 81
Note-16p.; Paper presented at the Annual Meeting of the Western Psychological Association (61st, Los Angeles, CA, April 9-12, 1981).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Affective Measures; Anxiety; *Attribution Theory; *Depression (Psychology); *Failure; Hostility; Influences; Locus of Control; *Performance; *Psychological Patterns; *Success
Identifiers-*Moods

Much theoretical interest has been focused on the role that causal attributions play in the development of mood disorders. Two experiments were conducted to evaluate the impact of outcomes and performance attributions upon mood. In the first experiment subjects performed different tasks which naturally gave rise to internal or external attributions. All subjects performed on the same word association task in the second experiment, but pretask inductions were presented to produce different attributions. Upon completion of tasks, subjects' moods were assessed using a modification of the Depression Adjective Checklist and the hostility and anxiety scales of the Multiple Affect Adjective Checklist. Subjects also rated the internality of their attributions and indicated effort and task difficulty. Results indicated that successful outcomes consistently led to more positive mood states than unsuccessful outcomes. Although the attributions of subjects were differentiated as intended, no main effects for attributions on mood were apparent and attributions did not significantly interact with outcomes to affect mood. The findings suggest that attributions may not be causally related to the onset of depression and that further research is needed to examine their relationship to depression and the lifting of depression. (NRB)

ED214044 CG015778

Pang, Dawn B.

Developing Interculturally Skilled Counselors: Process and Productivity of the Project.

Pub Date 11 Apr 81
Note-11p.; Paper presented at the Annual Meeting of the Western Psychological Association (61st, Los Angeles, CA, April 9-12, 1981).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Counselor Training; Course Descriptions; *Cross Cultural Training; *Cultural Awareness; *Cultural Pluralism; Ethnic Groups; *Field Experience Programs; Graduate Study; Higher Education; *Intercultural Programs; Minority Groups; Program Descriptions; Program Evaluation; Student Experience

This paper focuses on the structure, process, and accomplishments during the first two years of the Developing Interculturally Skilled Counselors (DISC) project, which trains and supervises eight pre-doctoral trainees for one-year appointments in the areas of intercultural awareness, knowledge, and skill. Objectives of the project are listed and stages used to reach the objectives are explained. The training stage, designed to teach trainees the concepts of awareness, knowledge, and skills through classroom work and in-field experiences, is discussed along with the three graduate seminar courses which comprise the training phase and student participation in field experience. The second stage of the project, the practice phase, is reviewed in terms of its focus on using knowledge and gaining experience in sharing skills. The implementation of this stage through the development of both research projects and inservice training workshops for mental health agencies is discussed. Examples of DISC research projects are included; the development and implementation of inservice workshops is described in detail. The final phase, evaluation, which measures training outcomes of all DISC activities is presented; methods of participant evaluation are reviewed; and the annual evaluation by the project evaluator, complete with suggestions for change, is described. (NRB)

ED214045 CG015779

Gerken, Kathryn Clark

Serving Minority Children in Rural Settings: A Personal Perspective.

Pub Date Aug 81
Note-8p.; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981). Best copy available.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Childhood Needs; *Counselor Role; Elementary Secondary Education; *Minority Group Children; *Racial Bias; *Rural Schools; Rural Youth; *School Psychologists; Sociocultural Patterns; Socioeconomic Status; State of the Art Reviews; Student Placement; Teacher Attitudes

Minority children in rural settings have limited access to educational and economic resources. School psychologists, with commitments to several rural schools, may have difficulty getting to know minority children and to understand their diverse needs. School psychologists specifically trained to work in rural settings consider their major problems to be little understanding of the school psychologist's role by parents, teachers, and administrators, and a lack of understanding about exceptional children by parents and school personnel. There is a need to deal with biases and values and to develop a plan to minimize the effects of value differences on services to children. Reevaluation of minority children once diagnosed as mentally retarded is often necessary. Resistance from children can be lessened by learning about their background, interests, and concerns; by listening to them; and even by visiting their homes. Although school nurses, teachers, speech clinicians, and other personnel can often help the school psychologist to improve conditions for minority children, decreasing resistance from teachers and administrators is often a slow process. Effective service to minority children in rural settings demands that the school psychologist take time to learn from the children and the setting. (NRB)

ED214046 CG015780

Sisson, Lee Hansen
Psychotherapy in a Pluralistic Society.
Pub Date Apr 81
Note-13p.; Paper presented at the Annual Meeting of the Western Psychological Association (61st, Los Angeles, CA, April 9-12, 1981).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Asian Americans; Case Studies; Cultural Differences; Cultural Influences; *Cultural Pluralism; Ethnic Groups; Evaluation Methods; *Hawaiians; *Minority Groups; Models; *Needs Assessment; *Psychological Needs; *Psychotherapy
A new model for psychotherapy, mandated by current evolution to a pluralistic society, is proposed in this paper. After describing the Big Island of Hawaii as a microcosm of pluralistic society, the author discusses her clinical and educational practice and explores the multi-ethnic population. An individual assessment and treatment matrix is presented, with a: (1) horizontal dimension representing a needs assessment including ethnicity, family programming, environmental pressures, physiological state, therapy history, and client's conception of the problem; (2) vertical dimension categorizing problem areas, i.e., neuroses, abuse, relationship difficulties, intellectual behavior, stress, and possible psychoses; and (3) lateral area involving treatment techniques, i.e., ventilation/support, evaluation, concept education, process education, stress education, and referral/advocacy. Implementation of the matrix is explained by actual case studies illustrating different psychotherapeutic techniques. (Author/NRB)

ED214047 CG015781

Schlenker, Barry R.

Self-Presentation: A Conceptualization and Model.

Pub Date Aug 81
Note-15p.; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Attribution Theory; Behavioral Science Research; Beliefs; *Cognitive Style; *Concept Formation; *Congruence (Psychology); *Individual Power; Influences; *Interpersonal Competence; Models; *Self Concept
Identifiers-*Self Presentations

This paper provides a conceptual definition and model of self-presentational behavior. Self-presentation is defined as the attempt to control self-relevant images before real or imagined others. Several aspects of the definition are discussed along with the notion that people's self-presentations represent the choice of the most desirable images from sets of mutually exclusive alternative images. Factors that influence the desirability of an image are categorized into four components which provide the specification of the model, including: (1) the attractiveness of an image (A); (2) the perceived probability that the image describes the image object (P); (3) the perceived probability that the image is inaccurate (I-P); and (4) the expected value of erroneously attaching an image to an image object (E). These components are explained in great detail and used to create a formulation, D (desirability)=P(A) + (I-P)E, which allows the model to be applied to self-presentations, self-beliefs, and beliefs in general. Several implications of the formulation for self- and interpersonal beliefs as well as for self-presentations are also explored. (NRB)

ED214048 CG015782

Aiken, Liona S.; And Others
A Study of Volunteers in Drug Abuse Programs. Treatment Research Report.
Temple Univ., Philadelphia, Pa. Inst. for Survey Research.
Spons Agency-National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md. Div. of Prevention and Treatment Development.
Report No-DHHS-ADM-81-1147
Pub Date 81
Contract No-NIDA-271-77-4516
Note-19p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Counselor Role; Drug Abuse; *Drug Rehabilitation; Job Performance; *Paraprofessional Personnel; Peer Evaluation; *Personnel Evaluation; *Professional Personnel; Role Perception; Staff Role; *Volunteers; Work Attitudes

Volunteers have made significant contributions to mental health by assisting with institutional care, outpatient counseling, aftercare, and research. To describe the use of volunteers in drug abuse treatment programs, volunteers were studied by a telephone survey of administrators in 123 programs that had at least five volunteers and a single treatment modality, and by in-person interviews with volunteers and paid counselors for 15 programs. The volunteers were classified into three occupational groups, i.e., specialized professionals, counselors, and noncounseling support personnel. The results indicated that: (1) the counselor category had the largest number of volunteers; (2) volunteer professionals were often psychologists or lawyers; (3) activities of volunteer and paid staff differed in degree rather than kind; (4) drug-free and therapeutic community programs differed in background, type of volunteer, and kind of volunteer activity; and (5) main sources of volunteers were colleges, community organizations, and former clients from a program. The findings indicate a need for more volunteers as well as a pattern of successful programs using volunteers in the field of drug abuse. (NRB)

ED214049 CG015783

Guno, Karen S.

Drug Abuse Assessment, Program Planning and Resource Development in the Black Community.

Pub Date Apr 81
Note-23p.; Paper presented at the Annual Meeting of the Western Psychological Association (61st, Los Angeles, CA, April 9-12, 1981).
Best copy available.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Blacks; *Change Strategies; *Delivery Systems; Drug Abuse; *Drug Rehabilitation; Helping Relationship; *Needs Assessment; Program Descriptions; *Program Development; Resource Allocation; Services;

Social Problems; Use Studies

This paper presents a needs assessment project developed to establish drug-related services in a small black community. A literature review reveals the influence of social issues relevant to the population on research methodology, program planning, and social action. The convergent analysis approach used in the needs assessment is explained and specific activities are described, generated by the recognition of the low service utilization, drug abuse trends, and poor distribution of resources within the catchment area's black community. The data gathering activities are discussed, including key informant interviews, review of service utilization and social indicator data, and a targeted field survey. The data analysis results are presented to indicate the variability of service utilization patterns, disproportionate levels of economic and educational problems, alcohol, heroin, and poly-drug abuse in the community, and barriers to professional services. Community change strategies that resulted from the needs assessment are described along with the establishment of a new target area program with an orientation outside the traditional categories of service delivery in the drug abuse field. (Author/NRB)

ED214050 CG015784

Sanchez, Antonia
Counseling the Bilingual Student. Searchlight Plus: Relevant Resources in High Interest Areas, 5[illegible].
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date 81
Contract [illegible]-400-78-0005
Note-186p.
Available from-ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109 ($4.50).
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Abstracts; Biculturalism; *Bilingual Education; *Bilingual Students; *Counselor Role; Elementary Secondary Education; Guidance Personnel; Higher Education; Literature Reviews; *Minority Groups; Resource Materials; *School Counseling; *Student Needs

This information analysis paper, based on a computer search of the ERIC database from November 1966 through December 1980 examines the topic of counseling the bilingual student. An introductory narrative highlights issues and trends, and suggests possible implications for the future of guidance, focusing on: (1) the concept of bilingual education from a transcultural perspective; (2) typical problems facing bilingual students and families; (3) useful counseling strategies; (4) effective programs for bilingual students in the areas of counseling, bilingual and vocational education, and auxiliary services; and (5) the practical implications of bilingualism for guidance counselors and for the United States. The significance of the guidance counselor's role is discussed and an expansion of that role is suggested. Cultural conflict, ethnic identity, and racism are explored in a discussion of an educational needs survey of Latinos. The complete computer search, including annotations of 13 journal articles and abstracts of over 100 documents, is also provided. (NRB)

ED214051 CG015785

Valasek, Diana L.

Retirement Satisfaction: Is There a Young/Old Old/Old Difference?

Pub Date Nov 81
Note-25p.; Paper presented at the Joint Annual Meeting of the Scientific Gerontological Society (34th) and the Scientific & Educational Canadian Association on Gerontology (10th), (Toronto, Ontario, Canada, November 8-12, 1981). For related document, see ED 212 917.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adult Development; *Age Differences; Attitude Change; Gerontology; Health; *Individual Needs; Influences; *Life Satisfaction; Morale; *Older Adults; *Psychological Patterns; Quality of Life; *Retirement

Research has begun to define the older adult population, not as a homogeneous sample, but as at least two groups with different concerns. To determine the factors contributing to retirement satisfaction, two groups of retirees, i.e., young-olds, aged 75 and under (N=49) and old-olds, over age 75 (N=49), completed the Individual Status Assessment Questionnaire (ISAQ) and the Retirement Descriptive Index (RDI). Subjects were compared using ISAQ subscales of health, morale, values, value orientation, leisure, social relationships, wealth, prior work satisfaction, mobility, and retirement reason, and RDI scales of activities, finances, health, and people. A discriminant analysis using all ISAQ scales and the RDI found age differences in leisure, health, morale, and overall satisfaction. The ISAQ subscales were used as predictors of retirement satisfaction based on the RDI. Significant regression equations predicting the four RDI satisfaction scales differed for the two age groups. Few differences were found between the two groups on the component dimensions of the ISAQ. Differences which emerged in the discriminant analysis and the regression analyses were in the weighting and patterns of dimensions which discriminated between the two groups or predicted satisfaction in the two groups. The findings suggest that the dimensions of satisfaction during retirement contribute differentially for the two groups. (Author/NRB)

ED214052 CG015787

Golding-Mather, Jacqueline M.; Singer, Jerome L.
Phenomenological Patterns of Depressive Moods.
Pub Date Apr 81
Note-13p.; Paper presented at the Annual Meeting of the Western Psychological Association (61st, Los Angeles, CA, April 9-12, 1981).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Cognitive Style; College Students; *Depression (Psychology); Higher Education; Interpersonal Competence; Personality Problems; Predictor Variables; Psychological Studies; *Self Concept; *Sex Differences; *Sex Role
Identifiers-*Moods; *Phenomenology
Theoretical perspectives on depression have suggested that three general orientations (self-critical, dependency, and inefficacy) characterize moods and that a depressed person's cognitive structure is different. College students (N=73) completed questionnaires to explore phenomenological correlates of normal mood states which might have continuity with clinical depression. Results revealed three distinct phenomenological patterns associated with depressive moods. In addition, biological sex had a nonsignificant effect on the three depressive experiences. The findings suggest that although women are more likely than men to become depressed, this difference may be due to factors such as difficulty in concentrating or a greater influence from psychological sex roles. (JAC)

ED214053 CG015788

Ziegler, Michael; And Others

Reminiscence and Its Relationship to the Psychological Adjustment of the Elderly.

Spons Agency-Canadian Social Science and Humanities Research Council, Ottawa (Ontario).
Pub Date Aug 81
Note-36p.; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Aging (Individuals); Cognitive Style; *Conflict Resolution; Coping; *Developmental Stages; *Emotional Adjustment; Foreign Countries; Gerontology; *Older Adults; Participant Satisfaction; Psychological Patterns
Identifiers-*Canada; *Reminiscence

Reminiscence has long been considered an integral part of the aging process, whether as a form of cultural transmission or as a method of strengthening the ego structure. To examine the form of reminiscence defined as life review and its relationship to adjustment in the final stages of development, older Canadian adults (N=82) completed a reminiscence questionnaire, the Life Satisfaction Index Z, the Subjective Senescence Scale, and a life events questionnaire. Results

confirmed that the elderly engaged in life review as a way of adjusting to aging, and when the review was successfully completed, reminiscence became less frequent. Concerning the relationship between ego-integrity and life review activity, the data showed marked negative affect during the course of the review, measured by life satisfaction indices and less present and future orientation. The findings suggest that levels of anxiety may rise during the review process and that ego-integrity may not appear until completion of the review. (JAC)

ED214054 CG015789

King, David F.; Straus, Murray A.

When Prohibition Works: Alternatives to Violence in the Odyssey House Youth Program and in the Family.

Spons Agency-National Inst. of Mental Health (DHHS), Rockville, Md.

Pub Date Aug 81

Grant-NIMH-MH-27557; NIMH-T32-MH-15161

Note-19p.; Paper presented at the Annual Meeting of the American Sociological Association (Toronto, Canada, August 24-28, 1981).

Available from-Family Violence Research Program, University of New Hampshire, Durham, NH 03824 (.65 per copy).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adolescents; Attitudes; *Behavior Standards; Drug Addiction; *Drug Rehabilitation; Milieu Therapy; Psychological Characteristics; *Role Models; *Self Esteem; *Sensitivity Training; Social Behavior; *Violence

Identifiers-*Odyssey House

Physical violence, a factor often associated with drug addiction, must be reduced or eliminated in order for drug dependent individuals to reenter society. To examine the extent to which individual violence associated with drug addiction was controllable by the Odyssey House drug addiction rehabilitation program, the violence potential of 47 residents was investigated through direct observation of the subjects' behaviors for a 6-month period. Results revealed that overt violence was well controlled within the facility, due in part to: (1) strong and unambiguous norms and sanctions; (2) opportunities to acquire self-esteem; (3) non-violent role models; (4) a procedure that enabled wrongs to be righted and conflicts to be resolved; and (5) a social learning process to extinguish violent behavior. The findings suggest that the Odyssey House program has been remarkably successful. (RC)

ED214055 CG015790

Oliver, Lucinda

The White House Conference on Aging: Recommendations of Its Technical Committees and the Possible Congressional Response.

Pub Date Jul 81
Note-17p.; Paper presented at the Summer Conference on Communication and Gerontology, (Edwardsville, IL, July 22-24, 1981).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Aging (Individuals); *Delivery Systems; *Employment; *Family Relationship; Finance Reform; Human Resources; *Medical Services; *Older Adults; *Physical Health; Program Descriptions; Social Change; State of the Art Reviews; Volunteers
Identifiers-*White House Conference on Aging

This paper reports the suggestions made by the technical committees on aging which were established to help delegates of the third White House Conference on Aging. The first section notes the recommendations of the employment committee and is followed by recommendations from the committee considering social and health aspects of long-term care and the current status of the health maintenance report from the health maintenance and health promotion committee. The fourth section lists the recommendations of the committee studying implications for the family in creating an age-integrated society. The last section considers specific issues raised by the committee examining implications for governmental structures. (RC)

ED214056 CG015791

Reynolds, Mary Anne, Ed.

Faculty-Counselor Collaboration in the Developmental Classroom: A How-To Manual.

Northern Virginia Community Coll., Annandale.
Spons Agency-Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.
Pub Date Aug 81
Grant-DHEW-G-007904844
Note-63p.; Prepared by Project Intertwine.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-College Faculty; College Mathematics; College Students; Community Colleges; *Developmental Studies Programs; Higher Education; High Risk Students; *Interprofessional Relationship; Learning Activities; *Remedial Mathematics; School Counselors; *Self Concept; Student Characteristics; *Student Development; Team Teaching; Writing Instruction; *Writing Skills
Identifiers-*Mathematics Skills

This teacher's manual, designed to improve the math and writing skills and self-images of entering college students, offers a model for faculty-counselor collaboration within the developmental classroom and focuses on affective and cognitive learning. The first chapter provides an administrative strategy for encouraging faculty-counselor collaboration. The next two chapters provide step-by-step accounts of developmental classroom writing activities in writing and mathematics.

The fourth chapter discusses the role of the counselor inside the classroom. The last chapter reviews program evaluation results. The appendices contain course syllabi, questionnaire and survey results, and guidelines for goal setting. (RC)

ED214057 CG015792

Perl, Harold I.

Social Network Formation of Entering College Freshmen.

Pub Date Aug 81
Note-41p.; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*College Environment; *College Freshmen; Dormitories; Group Experience; Higher Education; *Interpersonal Competence; *Life Style; Participant Satisfaction; *Predictor Variables; Social Cognition; Stress Variables; *Student Adjustment; Student Development
Identifiers-*Social Networks

The examination of the functioning of social networks has been used to understand how individual and environmental characteristics can mediate the availability of social support. To examine the relationship between personal attributes, psychosocial environmental attributes, and the interaction between these variables, 92 entering college freshmen completed scales measuring social adaptation response patterns, perceptions of social environment and structures of social networks. Both personological and environmental variables tended to predict various, though different, social network variables. Social exploration preference was a useful construct in the examination of social network and adaptation variables. The findings suggest that the formation, structuring, and functioning of social networks need further examination with a more uniform methodology. (Author/JAC)

ED214058 CG015793

Basow, Susan A.

Cross-Cultural Patterns in Achievement Motivation: Ethnic Group and Sex Comparisons in Fiji.

Spons Agency-Lafayette Coll., Easton, Pa.
Pub Date Apr 81
Grant-P-798-R-7
Note-20p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (52nd, New York, NY, April 22-25, 1981).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Achievement; *Achievement Need; Cross Cultural Studies; *Cultural Differences; Ethnic Groups; Foreign Countries; Higher Education; *Personality Traits; Secondary Education; Self Esteem; *Sex Differences; Sex Role; Student Attitudes; *Student Motivation
Identifiers-*Fiji

Achievement motivation recently has been examined as a four-factor construct. Fiji, part of the British Commonwealth, provides an interesting testing ground for the question of different achievement patterns for different ethnic groups. The achievement motivation levels of high school students from four ethnic groups and university students from Fijian and Indo-Fijian ethnic groups were examined using a four-factor scale, self-esteem, and attitudes toward women. Significant ethnic group differences on the achievement motivation and self-esteem measures were found. The pattern of scores differed from the United States pattern, partially accounting for differential educational achievement by ethnic group. Sex differences were found on achievement motivation levels and attitudes measures, similar to those found in the United States. The findings suggest that sex-role socialization may have greater cross-cultural generalizability than achievement socialization. (Author/JAC)

ED214059 CG015794

Holgin, Richard P.

Using an Experiential Group To Teach a Group Therapy Course.

Pub Date Aug 81
Note-9p.; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981).
Best copy available.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-College Students; *Counselor Training; Curriculum Design; Didacticism; Disclosure; *Experiential Learning; Group Dynamics; *Group Experience; *Group Therapy; Higher Education; Nontraditional Education; *Practicums; Program Descriptions; *Training Methods

This paper describes one approach to the study of group therapy by graduate and undergraduate psychology students, i.e., student participation in an experiential therapy group. The problems and benefits of this method are explored in terms of issues such as confidentiality, content definition, limit-setting, assignment of grades, effect on interpersonal relations, and establishment of exclusion criteria to deal with inappropriate enrollees. Suggestions are made for minimizing disruptions in the relationship between students and professor. Attention is also given to the benefits of choosing this approach as an opportunity for students to gain therapy experience in a cost-free and supportive context. (Author/JAC)

ED214060 CG015795

McMullen, Linda M.

Relationship between Degree of Choice in Client's Language and Therapy Outcome.

Pub Date Jun 81

Note-12p.; Paper presented at the Annual Conference of the Canadian Psychological Association (42nd, Toronto, Ontario, Canada, June 3-5, 1981).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Counseling Effectiveness; Counseling Techniques; *Counselor Client Relationship; Foreign Countries; Grammar; *Language Styles; Patients; Psycholinguistics; *Psychotherapy; *Verbal Communication

Identifiers-*Canada; *Choice Behavior

Degree of choice or options in language has been posited as being relevant to the psychotherapy process. To investigate the relationship of this concept to the course of therapy and to therapy outcome, 67 15-minute segments from six cases of individual psychotherapy were transcribed and the language of the clients was coded according to variables purported to measure degree of choice or options. Therapy outcome was assessed by the Minnesota Multiphasic Personality Inventory (MMPI), Goal Attainment Scaling, client ratings, and/or therapist ratings. On the basis of these outcome measures, a global rating of degree of overall improvement was made on each client. Data analyses revealed no significant changes over time in any of the variables in any of the clients. However, ranking of clients according to overall degree of choice displayed in their language during the course of therapy revealed that significant improvement occurred only in cases where clients displayed the least degree of choice or flexibility in their language. The findings suggest further assessment of the content of instances of the variables and the context within which these instances occur. (Author/JAC)

ED214061 CG015796

Yontef, Gary M.

Gestalt Therapy: Its Inheritance from Gestalt Psychology.

Pub Date Aug 81

Note-28p.; For related document, see CG 015 797. Paper presented at the Annual Convention of the International Council of Psychologists (39th, Los Angeles, CA, August 20-23, 1981).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Clinical Psychology; Cognitive Processes; Counselor Client Relationship; Dialogs (Literary); Discovery Processes; *Experience; *Perception; *Philosophy; Psychology; *Psychotherapy; State of the Art Reviews; Theories

Identifiers-*Gestalt Psychology; *Gestalt Therapy

When adequately elaborated, the basic method of Gestalt therapy can be traced to the phenomenological field theory of Gestalt psychology.

Gestalt therapy differs from Gestalt psychology not because of a difference in philosophy or method, but because of different contexts; the clinical context has different demands than those of basic research. Phenomenological field theory, the method of both Gestalt psychology and therapy, is characterized by: (1) reliance on the total immediate experience; (2) a search for insight into the inherent structure of the segregated whole which is the experiential field of perception; (3) systematic experimentation to obtain a description true to the structure of the phenomena being studied; (4) the search for insight into the awareness process itself; and (5) intentionality. Gestalt psychology is largely a content psychology. Gestalt therapy transforms the Gestalt method into a psychology system that is both act- and content-oriented; it is an existential psychotherapy. Gestalt therapy shifts the emphasis of Gestalt psychology from essence to existence. Dialogue is most appropriate to this phenomenological-existential psychotherapy. The dialogic relationship in Gestalt therapy is marked by inclusion, presence, commitment to dialogue, non-exploitiveness, and a full living dialogue. These philosophical principles form an integrating framework that is the primary identity of Gestalt therapy. (Author/NRB)

ED214062 CG015797

Yontef, Gary M.

Mediocrity or Excellence: An Identity Crisis in Gestalt Therapy Training.

Pub Date Apr 81

Note-14p.; For related document, see CG 015 796. Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Clinical Psychology; Cognitive Processes; *Competence; Dialogs (Literary); Existentialism; Higher Education; Perception; Psychologists; *Psychotherapy; State of the Art Reviews; Theories; *Training Methods

Identifiers-*Gestalt Therapy; *Phenomenology

Gestalt Therapy is in a growth crisis. In practice, there is an abundance of inadequate practitioners and trainers of Gestalt Therapy. In the literature, there is an abundance of introductory works, a paucity of advanced texts, and a misunderstanding and inadequate representation of Gestalt Therapy. Gestalt Therapy training is confused by unclear definitions. A reform in the training procedures for Gestalt Therapists at the Gestalt Therapy Institute of Los Angeles emphasizes three basic policies, i.e., teaching Gestalt Therapy through emphasis on: (1) the basic philosophy including the principles of phenomenology, dialogic existentialism, and field theory; (2) the self-support of trainees including individual and group Gestalt Therapy early in the program; and (3) professional background and clinical sophistication.

Abuses in practice, inadequacies in the literature, and the need for a clearer definition of Gestalt Therapy could all be addressed by a national Gestalt Therapy association whose aim would be excellence and competence in Gestalt Therapy and the advancement of the theory and development of Gestalt Therapy. (Author/NRB)

ED214063 CG015798

Field, Dorothy

Retrospective Reports of Important Personal Events by Aging Persons.

Pub Date Apr 81
Note-13p.; Paper presented at the Annual Meeting of the Western Psychological Association (61st, Los Angeles, CA, April 9-12, 1981). For related documents, see CG 015 799-801.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adult Development; *Age Differences; Aging (Individuals); Cognitive Processes; *Family Relationship; Individual Differences; Longitudinal Studies; *Memory; *Older Adults; Personality Traits; *Recall (Psychology); Reliability

Only a longitudinal study, in which retrospective reports can be verified against data collected earlier, can determine what topics tend to be reported accurately and whether certain types of individuals are more likely to be accurate reporters. A representative group of adults who became parents 50 years ago are now part of the oldest and longest continuing longitudinal study of adulthood and aging. Subjects were first interviewed at mean age 29 and again at 47 and 69. Factual questions about such topics as birthplace, education, and occupation, and attitudinal variables such as bonds and relationships with spouse, children, and own parents, were analyzed for consistency over time. Replies given by subjects at each follow-up interview were compared with previously reported information. No sex differences were found for any comparison. No differences were found in background variables; neither education nor occupation predicted consistency in reports. Intelligence did not distinguish persons judged to be high or low in accuracy. No relationship was found between personality measures and accuracy of retrospections. Although subjects showed considerable consistency in their retrospective reports over 40 years of adulthood, factors which could account for individual differences over time or topics were not identified. The findings indicate the need for further investigation using other analytical methods such as case study. (Author/NRB)

ED214064 CG015799

Field, Dorothy

Retrospective Reports of Aging Spouses of Past Events in Their Lives Together.

Pub Date Aug 81

Note-26p.; For related documents, see CG 015 798-801. Paper presented at the Annual Meeting of the International Society for the Study of Behavioral Development (Toronto, Ontario, Canada, August 17-21, 1981).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Adult Development; *Age Differences; Aging (Individuals); Attitude Change; Cognitive Processes; Individual Differences; Longitudinal Studies; Marriage; *Memory; *Older Adults; Parent Child Relationship; *Recall (Psychology); *Reliability

Only a longitudinal study, in which retrospective reports can be verified against data collected earlier, can determine what topics tend to be reported accurately and whether certain types of individuals are more likely to be accurate reporters. A representative group of adults who became parents 50 years ago are now part of the oldest and longest continuing longitudinal study of adulthood and aging. Husbands and wives (N=56) were first interviewed at mean age 29 and again at 47 and 69. Factual questions asked at each interview included education, occupation, and age at marriage of self and spouse. Attitudinal variables included reports of marital relationship, bond and relationship with child, and financial strain. Results showed systematic changes in reports over time and indicated that relevant circumstances exerted a strong influence on the recall of past events. For both men and women, retrospective reports of relationship with the child were more strongly associated with circumstances at the time of the report than with the past relationship. Overall accuracy did not change as subjects grew older and as the time span of the recollections increased. The findings suggest that relevant circumstances exert a strong influence on the recall of past events. (Author/NRB)

ED214065 CG015800

Field, Dorothy; Honzik, Marjorie P.
Personality and Accuracy of Retrospective Reports of Aging Women.
Pub Date Jul 81
Note-14p.; For related documents, see CG 015 798-801. Paper presented at the Annual Meeting of the International Congress of Gerontology (Hamburg, Germany, July, 1981).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adult Development; Age Differences; Aging (Individuals); Cognitive Processes; Females; Longitudinal Studies; *Memory; *Mothers; *Older Adults; *Parent Child Relationship; *Personality Traits; *Recall (Psychology)
Only a longitudinal study, in which retrospective reports can be verified against data collected earlier, can determine what topics tend to be reported accurately and whether certain types of individuals are more likely to be accurate reporters. A representative sample of women who became mothers 50 years ago are now part of the oldest and longest continuing longitudinal study of adulthood and aging. Subjects (N=44) were first interviewed in 1928-1929, again in 1945-1947, and again in 1968-1969. The average age at the last interview was 67.9 years. Factual questions about such topics as birthplace, education, and occupations, and attitudinal variables such as bonds and relationships with spouse, children, and own parents, were examined for consistency over time. Subject responses at each follow-up interview were compared with earlier information. Factual variables were recalled with greater accuracy than attitudinal variables, and accuracy did not diminish with age. No subjects could be described as consistently low or high in accuracy over time; no discernable pattern emerged among the group. Personality characteristics showed considerable consistency over time. The results suggest that accuracy of recall does not appear to be a generalizable trait characteristic. (Author/NRB)

ED214066 CG015801

Field, Dorothy
That's What We Enjoyed in the Old Days: Retrospective Reports.
Pub Date Nov 81
Note-17p.; For related documents, see CG 015 798-800. Paper presented at the Joint Annual Meeting of the Scientific Gerontological Society (34th) and the Scientific & Educational Canadian Association on Gerontology (10th), (Toronto, Ontario, Canada, November 8-12, 1981).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adult Development; Adults; *Age Differences; Aging (Individuals); Experience; Individual Differences; Longitudinal Studies; *Memory; *Older Adults; *Recall (Psychology); Reliability; *Sex Differences
Only a longitudinal study, in which retrospective reports can be verified against data collected earlier, can determine what topics tend to be reported accurately and whether certain types of individuals are more likely to be accurate reporters. A representative group of adults (N=60) who became parents 50 years ago are now part of the oldest and longest continuing longitudinal study of adulthood and aging. Subjects were first interviewed at mean age 29 and again at ages 47 and 69. Subjects at follow-up interviews described what they presently enjoyed and reminisced about what they had enjoyed in the past. All respondents were more likely to describe things that were enjoyed than things not enjoyed at both interviews. As middle-aged adults, women were more likely to mention husbands, while the men reported on careers and hobbies. As young-older adults, women were more likely to mention friends and children, and men were more likely to recall their careers. Subjects also demonstrated consistency over time. Although accuracy is questionable in retrospective reports, the findings suggest that reminiscence gives a fairly clear picture of past areas of enjoyment. (Author/NRB)

ED214067 CG015802

Susskind, Edwin C.; Bond, Ronald N.

The Potency of Primary Prevention: A Meta-Analysis of Effect Size.

Pub Date 25 Apr 81

Note-18p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (52nd, New York, NY, April 22-25, 1981).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Community Programs; Data Analysis; Decision Making; *Evaluation Methods; *Information Needs; Intervention; *Prevention; *Program Effectiveness; *Psychology; *Research Needs

Identifiers-*Effect Size

Primary prevention is a major concern in psychology, but data regarding intervention effectiveness, particularly effect sizes (ES) appear to be lacking. A thorough literature search of Psychological Abstracts, community psychology journals, and textbooks yielded 47 primary prevention articles, 22 of which were data-based, and none of which reported estimates of ES. In terms of data availability, only 13 articles were found for which an ES could be calculated. Reanalysis of 43 significant positive effects from 11 studies revealed a wide variability of ES. Effect sizes ranged from less than 1% to 40%, with a mean of 8%. Data demonstrated a wide variability in the impact of primary preventative effects. The findings suggest that accurate reporting of ES may be valuable in helping to improve the precision of evaluative and decision-making procedures. (Author/NRB)

ED214068 CG015803

Clark, Julia H.; Reynolds, Cecil R.

Research Trends in School Psychology: 1974-1980.

Pub Date Aug 81
Note-17p.; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Classification; *Content Analysis; *Psychological Evaluation; *Psychological Studies; Psychological Testing; Psychometrics; *Role Perception; *Scholarly Journals; *School Psychologists; Test Construction; Trend Analysis; Validity

A major avenue for dissemination of information among members of a profession is via the professional, scholarly literature published in the major journals within a field. If the role of the school psychologist is changing, this change should be reflected in the current literature. An earlier study traced the published issues and concerns apoearing in the major school psychology journals from 1963-1973 and classified each article in one of 16 categories as determined by the major theme of the paper. Research articles appearing in five major journals from 1974-1980 were reviewed and placed in one of the 16 categories. A chi-square analysis was used to determine whether years differed in relative distribution of observations across the categories. Spearman's rho correlation coefficients were calculated for the rank order of categories between each pair of years allowing for comparison of the current data with previous data. Results indicated a significant change in content of articles published over the seven-year period. Articles concerning instrument development and validation accounted for the relatively largest percentage of total articles published in the 1974-1980 period and had continued to increase since the 1967-1973 period. The findings indicate that areas most closely related to psychological testing and referral as well as the proper role and practice of school psychology have increased and tend to dominate the school psychology literature. (Author/NRB)

ED214069 CG015804

Karsten, Mark; Zautra, Alex

Path Analytic Frameworks for Behavioral Health Needs Assessment.

Pub Date Apr 81
Note-11p.; Paper presented at the Annual Meeting of the Western Psychological Association (61st, Los Angeles, CA, April 9-12, 1981).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Attribution Theory; *Community Characteristics; Demography; Individual Differences; Individual Needs; *Mental Health Programs; *Needs Assessment; Path Analysis; Prediction; *Psychological Needs; *Quality of Life; Use Studies
Identifiers-*Life Events

Traditionally, measures of psychological symptomology have been employed as the most useful criteria for identifying needs in specific communities, including measures derived from clinical screening inventories. A path analytic model of the relationships among indicators of need was derived from a survey of 1495 residents from four catchment areas of a southwestern state. Measures were obtained of four demographic variables, i.e., age, income, education and divorce status, positive and negative life events, psychological symptoms, life quality, and service use. The most parsimonious causal model was constructed based on the empirical relations among the measures. Life events were found to play an important though complex role in defining need, and life quality as well as symptom measures were found to be useful in predicting service use. Different types of predictors appeared to be important in explaining service use for different catchment areas. The findings suggest that the best indicators of need are, in part, a function of the unique characteristics of the community. (Author/[illegible])

ED214070 CG015805

Kaplan, Barbara H.; Fleisher, Dorothy

Are Neighbors a Viable Support System for the Frail Elderly?

Pub Date Nov 81

Note-11p.; Paper presented at the Joint Annual Meeting of the Scientific Gerontological Society (34th) and the Scientific & Educational Canadian Association on Gerontology (10th), (Toronto, Ontario, Canada, November 8-12, 1981).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Community Cooperation; *Delivery Systems; *Helping Relationship; Individual Needs; *Need Gratification; *Neighborhoods; *Older Adults; Physical Mobility; Program Descriptions; Program Effectiveness; Self Determination; *Services

Identifiers-*Intergenerational Programs

This paper describes Project LINC (Living Independently through Neighborhood Cooperation), a model of service delivery that responds to the needs of the frail elderly on a neighborhood basis. The organization of Project LINC is explained, based on four components, i.e.,: (1) intergenerational helping networks; (2) exchange bank of skills and services; (3) a volunteer corps of residents; and (4) co-sponsorship. Issues and outcomes which have developed during the 18 months that LINC has been in operation are discussed. Difficulties encountered in forming intergenerational networks and exchange banks are presented, including problems resulting from the entry of more young and middle-aged women into the work force and their subsequent unavailability for daytime services, and from the elderly adult's strong desire to remain self-sufficient. On-going research on the LINC model is described, the purpose of which is to determine the viability of neighbors as a support system for the elderly. (NRB)

ED214071 CG015807

Funabiki, Dean; And Others

An Investigation of Precipitating Events and Susceptibility Factors in Depression.

Pub Date Apr 81
Note-37p.; Paper presented at the Annual Meeting of the Western Psychological Association (61st, Los Angeles, CA, April 9-12, 1981).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Behavioral Science Research; *Behavior Patterns; *College Students; *Depression (Psychology); *Emotional Response; *Etiology; Individual Differences; *Psychological Patterns; Research Methodology
Identifiers-*Life Events

Recent theoretical and empirical work suggests that precipitating and individual susceptibility factors are involved in the development of depression. This etiological issue was reexamined within a college population. A comprehensive assessment technique, the behavioral-analytic methodology, was used to collect over 1,000 written descriptions of problematic situations by students (N=604) which they reported had resulted in depressive experiences. These situations were reduced by thematic content, rewritten, and administered to a new sample of 312 students. The latter sample rated experience with and individual susceptibility to these situations and then completed the Beck Depression Inventory. Results of discriminant function analyses indicated that heightened susceptibility, in combination with the experience of particular environmental events, optimally differentiated depressed from nondepressed students. The findings suggest that the application of this methodology to the investigation of such factors in other target populations may have heuristic value. (Author/NRB)

ED214072 CG015808

Banziger, George; Drevenstedt, Jean

Achievement Attributions by Young and Old Judges as a Function of Perceived Age of Stimulus Person.

Pub Date Apr 81

Note-21p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (52nd, New York, NY, April 22-25, 1981). Best copy available.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Ability; Achievement; Adult Development; Age Differences; *Attribution Theory; *Chronological Age; *Evaluation Criteria; *Failure; Females; *Performance Factors; *Success

Age is often used to explain performances by older people that may be judged substandard in comparison with those of younger people. To explore age as a possible causal attribution, descriptions of task performances by young (aged 30) and old (aged 70) women were judged by young (N=352) and old (N=96) female subjects on four attributions, i.e., ability, effort, task difficulty, and luck, and on chronological age. The association between endorsement of an age attribution and endorsements of the four attributions were also investigated. Data analyses of two achievement tasks yielded consistent evidence, across judges, that age was more strongly endorsed for the failure of the older rather than the younger performer. Conversely, age was more strongly endorsed for the success of the younger rather than the older person. The interaction effect of stimulus age by outcome was significant for age attribution only. The results suggest that age is used as a causal attribution of some saliency in explaining the differences between young and old performers in both success and failure outcomes. (Author/NRB)

ED214073 CG015809

Gilman, Susan

Preventative Mental Health Programs and School Systems: A Review of the Literature.

Canadian Mental Health Association, Ottawa (Ontario).; Ottawa Board of Education (Ontario).
Spons Agency-Department of National Health and Welfare, Ottawa (Ontario).
Pub Date Sep 81
Note-28p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Children; *Elementary Education; Elementary School Students; Family School Relationship; Foreign Countries; Literature Reviews; *Mental Health Programs; *Prevention; *School Community Relationship; School Districts; School Personnel; *School Role
Identifiers-*Canada

This paper contains a literature review on mental health programs, prevention measures, and school systems. The mental health of school children is examined, the concept of prevention is reviewed, and the role of the school system in prevention is discussed. Literature dealing with school-based efforts in concert with the family and the community is also reviewed. A section on the emerging role of the school mental health worker includes a description of potential programs that might be facilitated by a mental health worker in an elementary school. Programs considered include extensive experiential programs, intensive experiential programs, extensive environmental programs, and intensive environmental programs. Experiential and environmental programs are discussed further in the Evaluation and Research section. Conclusions are drawn from the sources which emphasize the importance of the school in preventative mental health programs and encourage the expansion of roles by mental health workers. A bibliography of references cited in this document is also included. (NRB)

ED214074 CG015810

Daum, Menachem; And Others

Barriers and Supports in the Job Search: Preliminary Findings from a Survey of Older Job Seekers.

City Univ. of New York, N.Y. Hunter Coll.
Spons Agency-Administration on Aging (DHHS), Washington, D.C.
Pub Date 11 Nov 81
Grant-AoA-90-AR-002
Note-26p.; Paper presented at the Joint Annual Meeting of the Scientific Gerontological Society (34th) and the Scientific & Educational Canadian Association on Gerontology (10th), (Toronto, Ontario, Canada, November 8-12, 1981).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Career Change; Employment Opportunities; *Employment Potential; Expectation; Individual Needs; *Job Applicants; *Job Search Methods; *Middle Aged Adults; *Motivation; *Skill Development; Surveys; Training Methods

The older job seeker faces both external and internal barriers in finding employment. External barriers include such economic and societal obstacles as age discrimination, rapid technological changes and the shifting demands of the job market. Internal barriers include diminishing job seeking motivation and limited job seeking skills. A conceptual model of job-seeking behavior based on expectancy theory which examines the interplay between internal and external barriers was used to guide a study of 278 job seekers aged 50. To obtain a national probability sample of active job seekers a combination of random digit dialing and multiplicity linkage sampling strategies was used to generate the difficult-to-identify study sample. The preliminary data have indicated that older job seekers have benefited from enhanced job-seeking skills. A majority of respondents also expressed a willingness to be trained in these skills; even greater numbers expressed interest in training for second careers and for skill upgrading. The findings suggest that further efforts should be directed to the identification of optimal training approaches, the role of group supports in the job search and career change, and the potential contribution of higher education to extending the work-life of older persons. (Author/NRB)

ED214075 CG015811

Jones, Mary Ann; Emanuel, Joseph

Preventing Burnout through Counselor Training.

Pub Date Oct 81

Note-12p.; Paper presented at the Annual Meeting of the North Central Association for Counselor Education and Supervision (Milwaukee, WI, October 16-18, 1981).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Burnout; Counselor Attitudes; Counselor Educators; *Counselor Training; Expectation; Higher Education; Individual Characteristics; Individual Needs; Models; Morale; *Prevention; *Psychological Patterns; *Role Perception; *Stress Variables

This paper focuses on burnout in the helping professions and outlines steps that can be taken during counselor training to eliminate or reduce burnout. A discussion of the way in which the internal system of the counselor trainee can provoke burnout concentrates on issues of needs, expectations, and professional philosophy. Three burnout predisposing professional assumptions often held by counselor trainees that must be recognized and evaluated are described, i.e.,: (1) the assumption of personal responsibility for change within a counseling relationship; (2) the judgment of one's own competency for client success or failure; and (3) the assessment of one's self as a totally accountable change agent.

Strategies which counselor educators can teach to help trainees recognize how they contribute to their own burnout, assess their burnout vulnerability, and learn techniques to assist themselves in avoiding burnout are discussed. Techniques such as forming prognoses along with diagnosing client problems, varying the client load, and keeping current through the professional literature and continuing education are included. (NRB)

ED214076 CG015812

Seltzer, Vivian C.
A Multigenerational Perspective on the Task Field of Parents.
Pub Date Aug 81
Note-15p.; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adolescents; Coping; Family Relationship; *Family Structure; *Horizontal Organization; Influences; *Interpersonal Relationship; Models; *Parent Child Relationship; Role Conflict; *Role Perception; Spouses; *Vertical Organization
Identifiers-*Multigenerational Relationship

This paper introduces a structural model of multigenerational relationships including the adolescent-parent relationship. The model, which perceives generational role relationships as falling within a five dimensional span includes the following: (1) intra (within the same generation); (2) direct (one generation distant); (3) bi (two generations distant); (4) tri (three generations distant); and (5) combined (role relationships involving members of several generations). These dimensions are then conceptualized as existing within parallel orbits, within generational cohorts, or within hierarchical orbits, with individuals of different generations. Orbits and orbital relationships are described along with an example of orbits of role functioning within an extended nuclear family model in the movements of one individual. Role conflicts are discussed and coping strategies are explored. The Adolescent-Parent Relevance Model is introduced briefly to illustrate the connection between clarity of orbit and a corresponding clarity of appropriate role and function. The need for flexibility in this model of relative role postures is emphasized. (NRB)

ED214077 CG015813

Kunz, Georg; Halling, Steen

The Development of a Phenomenologically Based Therapeutic Graduate Program: A Contribution to Pluralism in Psychology.

Pub Date 10 Apr 81
Note-11p.; Paper presented at the Annual Meeting of the Western Psychological Association (61st, Los Angeles, CA, April 9-12, 1981).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Accreditation (Institutions); Curriculum Design; *Existentialism; Higher Education; *Humanities; *Interdisciplinary Approach; *Masters Programs; Pilot Projects; Professional Training; Program Descriptions; *Program Implementation; *Psychology
Identifiers-*Phenomenology

This paper begins by outlining the boundaries and assumptions of contemporary psychology as determined by the current American Psychological Association "Criteria for Accreditation of Doctoral Training and Internship Programs in Professional Psychology." The research and activities which led to the establishment of a two-year M.A. psychology program that is therapeutically oriented, regards the humanities as fellow disciplines, and emphasizes the qualitative study of human experience are subsequently described. The existential-phenomenological foundation of the program is discussed and a one-year pilot study designed to examine the feasibility of a phenomenologically-based graduate psychology program with an interdisciplinary orientation is presented. The phenomenologically-based psychology is described as a systematic, dialectic, intersubjective and descriptive approach to the study of psychological events. Phenomenology is envisioned not as another psychology theory, but as a style of reflection coming between psychology and its habitual presuppositions. (Author/NRB)

ED214078 CG015814

Wentowski, Gloria J.

When There Are No Children: Two Childless Old Men Respond to Old Age.

Pub Date Nov 81

Note-21p.; Paper presented at the Joint Annual Meeting of the Scientific Gerontological Society (34th) and the Scientific & Educational Canadian Association on Gerontology (10th), (Toronto, Ontario, Canada, November 8-12, 1981). Best copy available.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Aging (Individuals); Case Studies; Cultural Influences; Extended Family; *Family Structure; Helping Relationship; Individual Needs; *Interpersonal Relationship; *Males; *Middle Aged Adults; *Need Gratification; *Older Adults; Social Life

Identifiers-*Childlessness

Child-rearing is still the culturally-prescribed norm for providing security for oneself in old age. Since most research on aging presumes marriage and parenthood, relatively little is known about the alternative means by which childless older people provide for themselves in their old age. Fourteen of 50 older participants in a two-year study examining the cultural mechanisms by which they gain support from their interpersonal networks were childless. Case studies of two childless older men from the subsample who were on opposite ends of a continuum of security and obligation were used to illustrate the processes by which alternative sources of support were created. The quality of support received in old age was dependent on the use of resources to cultivate relationships over time. Obligation was built through continuous reciprocal exchanges and by the giving of significant gifts. Operation of these cultural mechanisms and variations in their effectiveness was especially apparent in the situations of childless older people, who used their resources to obligate those in tenuous relationship to them. The results suggest that an examination of the strategies used by childless older people provides insight into the general issue of the development of security in old age over a lifetime. (Author/NRB)

ED214079 CG015815

Sheldon, Ann Workman

Determinants of Service Expansion in Local Communities: Organizational Needs or Needs of the Elderly?

Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md.
Pub Date Nov 81
Grant-NIMH-MH-31898-02
Note-21p.; Paper presented at the Joint Annual Meeting of the Scientific Gerontological Society (34th) and the Scientific & Educational Canadian Association on Gerontology (10th), (Toronto, Ontario, Canada, November 8-12, 1981).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Community Programs; Community Resources; Financial Support; *Human Services; *Individual Needs; Need Gratification; *Older Adults; Organizational Change; *Program Development; *Resource Allocation

Providing comprehensive services for the elderly in local communities presents planners and potential users with a complex set of problems. The development of new or expanded service to the elderly was examined within an ecologically informed resource dependency model to assess the effect on service expansion of organizational maintenance factors (resource competition, environmental security, organizational dependency), external pressure from planning, funding and community sources, perceptions about service needs and attitudes about problems posed by elderly clients. A survey of 480 human service agencies in 12 metropolitan communities revealed that 88 agencies had expanded to serve the elderly. These agencies were compared with those that had not expanded. The results showed that expanding agencies had significantly higher levels of competition, environmental uncertainty, organizational dependency and need for resources than non-expanding agencies. Their directors perceived expansion through collaboration as profitable for the agency as well as clients. Views about unmet service needs and limited community resources did not differentiate the groups and all agencies reported low external pressure. Expanding agencies' directors considered ageism and problems associated with the elderly less important than did heads of other agencies, and reported lack of funds as the major problem in innovation for the elderly. The findings tend to provide support for the resource dependency model. (Author/NRB)

ED214080 CG015816

Elementary School Guidance and Counseling: Suggested Guidelines for School Districts.

Oregon State Dept. of Education, Salem.
Pub Date 79
Note-29p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Elementary Education; Parent Role; Program Evaluation; *Program Improvement; *School Counseling; School Districts; *School Guidance; School Personnel; *Student Needs; Student Records; Student Role; Teacher Role
Identifiers-*Oregon

This guide is designed for school administrators, teachers, counselors, parents and others concerned with meeting the guidance needs of Oregon youth. Although geographically specific, this material may be helpful to any individuals who are examining current guidance programs in elementary schools and seeking directions for improvement. An introduction to the need for new and expanded guidance programs, especially at the elementary level, discusses minimum standards for programs, provides guiding principles, reviews guidance program development, and focuses on expectations and need identification for individual programs. The role of a guidance committee is also discussed. The elementary school guidance program is described and contributions expected from the child, parent, administrator, teacher, elementary counselor, other personnel, and community resources in the team approach to guidance are enumerated. Both program and counselor evaluations are suggested in the evaluation section of the guide. A discussion of related concerns focuses on facilities, training and materials, counseling staff selection and expectations, basic tenets for counselors, support personnel, and the counselor and the law. Guidelines for proper recording and handling of student records are followed by an appendix of sample forms. (NRB)

ED214081 CG015817

Goldenberg, Sheila
Adolescent Loneliness.
Pub Date Jun 81
Note-45p.; Paper presented at the Annual Conference of the Canadian Psychological Association (42nd, Toronto, Ontario, Canada, June 3-5, 1981).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Adolescent Development; Adolescents; *Age Differences; College Students; Dating (Social); *Family Relationship; Foreign Countries; Friendship; Interpersonal Competence; *Loneliness; *Peer Relationship; Psychological Patterns; *Self Esteem
Identifiers-*Canada
Research has suggested that the incidence of loneliness peaks at adolescence and decreases with age. Changes in the determinants of loneliness during adolescence were investigated for grade 8, grade 11, and university students. Subjects (N=410) completed a written questionnaire which included ten items from the UCLA Loneliness Scale, the Self-Esteem Scale, a self-consciousness sub-scale, and items from the Ego Identity Scale. Subjects also reported on their number of friends and frequency of contact, and completed an adapted version of the Friendship Scale. Other questions measured each subject's relationship with family and parents, examined personal and social factors associated with loneliness, and recorded demographic and situational factors. Results indicated no significant differences in the amount of loneliness among the three age groups. Some determinants (self-esteem, social anxiety, level of identity achievement, quality of the family relationship, satisfaction with friendship relations) were strong predictors of loneliness for all groups, while others changed with age. For the youngest group, the quality of the relationship with the mother was a particularly strong predictor. For older adolescents the frequency of contact with friends and satisfaction with dating relationships were more important predictors of loneliness. The findings tend to provide some support for the definition of loneliness as a social deficiency. (Author/NRB)

ED214082 CG015818

Mellor, Joanna; And Others
A Partnership of Caring: A Blueprint for Social Action.
Community Service Society of New York, N.Y.
Spons Agency-Administration on Aging (DHHS), Washington, D.C.
Pub Date 9 Nov 81
Grant-AoA-02-AM4802
Note-12p.; Paper presented at the Joint Annual Meeting of the Scientific Gerontological Society (34th) and the Scientific & Educational Canadian Association on Gerontology (10th), (Toronto, Ontario, Canada, November 8-12, 1981).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Community Services; *Cooperation; *Family Involvement; Helping Relationship; Individual Needs; Networks; *Older Adults; Program Descriptions; *Shared Services; *Social Action; *Social Services; Teamwork

This paper addresses the need for a working partnership between the formal social service system and information network systems in light of decreasing resources and increasing needs of clients. The development of the Community Service Society Natural Supports Program (NSP), a project providing services to families caring for frail older relatives in their homes, is discussed before the two outcomes of this project are detailed. The first outcome is described as the formation of a Caregivers Network, a group of informal caregivers who contacted NSP for concrete services, became involved in peer support, and then moved to social action. A parallel development towards social action which occurred among the formal service providers and resulted in the formation of a social action coalition is also presented. The partnership of this social action coalition with the Caregivers Network is focused on through an explanation of the dependency of this partnership upon mutual goals, a recognition of each other's strengths and skills, and a need for the services of each other to attain goals. The materials emphasize that, under these conditions, a partnership can exist in which both systems rely on each other for strength and validation and retain separate identities and roles. (Author/NRB)

ED214083 CG015819

Greenberg, Carl I.; And Others

Effect of Work Group Size and Task Size on Observers' Job Characteristics Ratings.

Pub Date Aug 81
Note-26p.; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Feedback; *Job Satisfaction; *Job Skills; *Motivation; Observation; *Performance Factors; Skill Analysis; Task Analysis; Work Attitudes; *Work Environment
Identifiers-*Autonomy (Personal); *Job Dimensions

The Job Characteristics Model proposed by Hackman and his associates postulates that positive personal and work outcomes are derived from five core job dimensions: skill variety, task identity, task significance, autonomy, and feedback from the job. The effects of the number of workers (work group size) and the number of tasks (task size) on perceptions of job characteristics were investigated using a simulated assembly line job. Subjects (N=40) observed videotaped workers performing a job in four combinations of work group size and task size, and rated the respective jobs on dimensions taken from the Job Characteristics Model, using the Job Rating Form. Results indicated that jobs performed by smaller work groups were perceived as significantly higher on the job dimensions of skill variety, task identity, feedback from the job, and autonomy, and had greater potential for employee motivation. Significant main effects were also found for task size on

the dimensions of skill variety and feedback from the job; jobs with larger tasks were seen as having greater motivating potential for the employees. The findings suggest that work group size appears to have a more potent effect than task size. (Author/NRB)

ED214084 CG015820

Herriott, Martha; Prothero, Joyce

Foundations in Gerontological Education: Issues and Dilemmas for Students.

Washington Univ., Seattle. Inst. on Aging.
Pub Date 9 Nov 81
Note-18p.; Paper presented at the Joint Annual Meeting of the Scientific Gerontological Society (34th) and the Scientific & Educational Canadian Association on Gerontology (10th), (Toronto, Ontario, Canada, November 8-12, 1981).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Aging (Individuals); *Core Curriculum; *Curriculum Evaluation; *Educational Gerontology; Educational Needs; Gerontology; Higher Education; *Professional Training; *Relevance (Education); *Student Attitudes; Student Needs

Although considerable research has examined various issues regarding gerontological curriculum, little attention has been focused on the experience of students of gerontology and aging. The "Foundations in Gerontological Education" study was extended to students by comparing views of students (N=132) on essential components of core curriculum with Foundations panelists (N=87). Student members of the Western Gerontological Society were surveyed using an instrument that randomly ordered the 40 topics agreed "essential" by 50% or more Foundation panelists. Information on essentiality, availability, and requirement of each topic, and data on related educational opportunities were collected. The findings indicated that students and panelists were in consensus on essentiality of certain topics: psychology of aging, health and aging, sensory change, sociology of aging, mental health and illness, economics of aging, and role change. These "essential" topics, however, were not universally available, and were required by half or fewer students' programs. A cluster of topics related to social policy, legislation, and social services was considered more essential by students than by panelists. Students' perceptions of topic essentiality was not related to discipline/major or to prior work history in gerontology. The results suggest that students' perceptions appear to be related significantly to requirements of individuals' programs and to academic levels of students. (Author)

ED214085 CG015821

Hoffman, Stephanie B.
Is Aging Stressful?
Pub Date Nov 81
Grant-VAMC-345-34-4119-22
Note-15p.; Paper presented at the Joint Annual Meeting of the Scientific Gerontological Society (34th) and the Scientific & Educational Canadian Association on Gerontology (10th). (Toronto, Ontario, Canada, November 8-12, 1981).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Aging (Individuals); Anxiety; Cognitive Style; *Coping; Individual Differences; Locus of Control; *Males; Morale; *Older Adults; *Physical Health; Problem Solving; *Stress Variables
Identifiers-*Happiness
It is often assumed that old age is a time of numerous losses, irritants, and stress. Although researchers have examined the interrelationship of stress, health, and happiness in old age, stress is usually operationalized as a response to major life events; however, stress can also be operationalized as a response to the everyday experiences of life. Older male veterans (N=24) with a mean age of 76 were interviewed about their background, ways of coping, hassles, anxiety, depression, somatization, locus of control, social supports, perceived health and functional states, affect balance, morale, and problem-solving ability. Data indicated that stress and coping were complexly related to health and happiness. Subjects were in fair to poor health, experienced fairly low stress and moderate morale. Stress was strongly correlated with low morale and a problem-focused style of coping. For men in good health, stress was unrelated to morale. The healthiest older men used acceptance as a way of coping with stress, a behavioral style that appeared to be acquired over the lifespan. The findings suggest that more competent and well individuals tend to be less affected by their environments. (Author/NRB)

ED214086 CG015822

Eskew, Ron W.
Cohort Influences in Older Marriages.
Pub Date Nov 81
Note-15p.; Paper presented at the Joint Annual Meeting of the Scientific Gerontological Society (34th) and the Scientific & Educational Canadian Association on Gerontology (10th), (Toronto, Ontario, Canada, November 8-12, 1981).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adjustment (to Environment); Adults; Change; Cohort Analysis; History; *Individual Differences; *Influences; Interpersonal Relationship; *Marriage; *Older Adults; *Self Expression
Identifiers-*Depression (Economic 1929); *World War II
Cohort differentiation has been posited to crystallize around periods of social crises and to be most impactful on the young adults of a given socio-historical period. The two most prominent socio-historical events in the pasts of today's older married persons were the Great Depression of the 1930's and World War II. Older married couples were studied to examine the relative influences of cohort differences and changes associated with number of years married. Instruments measuring love expression and marital problems were completed by 40 couples with 84s retest data obtained two years later. Data were arranged into six cohort groups according to year of marriage. Data analyses indicated cohort effects in areas of unexpressed feelings, money management problems, and consensus of spouses in identifying marital problems. Self-disclosure, tolerance, and problems focused on children and home labor declined across cohorts. The Depression cohort had the fewest money management problems and the highest degree of problem consensus. Both the Depression and the World War II cohorts had relatively higher levels of unexpressed feelings than other cohorts. The findings suggest that both generational and aging influences are important for understanding the nature of marital relationships in the later years. (Author/NRB)

ED214087 CG015823

Report of the Task Force on School Counseling and Guidance in Alberta: Planning and Research.
Alberta Dept. of Education, Edmonton.
Pub Date 81
Note-337p.
EDRS Price - MF01/PC14 Plus Postage.
Descriptors-*Counseling Services; Elementary Secondary Education; Evaluation Methods; Foreign Countries; Parent Attitudes; *Program Evaluation; *Pupil Personnel Services; *School Counseling; *School Guidance; School Personnel; Student Attitudes; Surveys
Identifiers-*Alberta; *Canada

This document contains a report of a task force formed to evaluate the adequacy and quality of school guidance and counseling programs and services in Alberta, Canada. Although geographically specific, this material could be used in other evaluation efforts. The origins of the study are reviewed, followed by a description of the methodologies chosen by the task force. Findings are reported from a validation sample of Alberta Educational Administrators and trustees who gave firm endorsement to eight assumptions underlying school guidance and counseling programs. Other findings are reported from a survey sample, (N=18,000) representative of students, parents, teachers, principals, counselors, trustees, employers, and Alberta Education Officials and central office administrators, who rated the importance of various services provided by school guidance and counseling programs. An index of adequacy computed for all services and all schools is presented and school visitation data are discussed. Conclusions about the adequacy and quality of services are given along with 23 recommendations of the task force. The appendices contain survey forms and responses, background papers, letters, interview forms, data collection forms, average adequacy indices, and services rated as shared and school responsibilities. (NRB)

ED214088 CG015824

Family Relationships and Parenting Education: With Special Emphasis on Parenting. Instructor Material.
Missouri Univ., Columbia. Instructional Materials Lab.
Spons Agency-Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Career and Adult Education.
Report No-HE-47-1
Pub Date Jul 81
Note-159p.; For related documents, see ED 199 623 and ED 203 140.
Available from-Instructional Materials Laboratory, University of Missouri-Columbia, 10 Industrial Education Building, Columbia, MO 65201 ($6.50).
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Adolescents; *Career Development; Child Rearing; Decision Making; *Developmental Stages; *Family Relationship; High Schools; *Parenthood Education; Parent Responsibility; Parent Role; Resource Materials; Secondary Education; *Social Responsibility

This unit on Parenting, one of several modules designed for instructional use at the 11th and 12th grade levels, is part of a series representing selected elements of a Family Relationships and Parenting Education semester-long course. The materials in this instructor manual, designed to equip students with the knowledge and skills needed for dealing with adult parenting roles, contain five instructional units: (1) Parenting Defined; (2) Considering Parenthood; (3) Developmental Stages in Parenting; (4) Social Responsibility for Parenting; and (5) Career Development. Each instructional unit includes measurable objectives and an outline of suggested activities for accomplishing specific objectives. Information sheets containing essential facts for the teaching of a unit are provided for each unit, along with assignment sheets and answers, transparency masters, and job sheets. A test is included at the end of each unit to measure student attainment of specific objectives; answers to the tests are also provided. (NRB)

ED214089 CG015825

Drug Education Curriculum: Kindergarten. Health Education: Substance Abuse Prevention.
New York State Education Dept., Albany. Bureau of Drug Education.
Report No-NYSED-81-9069

Pub Date Jul 81
Note-172p.; For related documents, see CG 015 826-33.
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Affective Behavior; *Cognitive Development; Communication Skills; Coping; *Drug Abuse; *Drug Education; *Drug Use; Elementary Education; Group Membership; Health Education; Humanistic Education; Kindergarten Children; *Learning Activities; Self Concept; *Skill Development; Teaching Guides

This curriculum guide, one of nine sequential manuals for elementary and secondary teachers and administrators, is designed to prevent drug misuse and abuse through activities for developing students' cognitive and affective skills. The materials emphasize the involvement of parents and community members and resources in implementing drug abuse prevention programs. The development of self-image and positive self-concept, communication skills, and coping skills comprise the three components of an affective model upon which this guide is based. The introductory section provides background information, e.g., curriculum evaluation, facilitator instructions, a topical outline of the curriculum, teaching methods, characteristics of early and late childhood, and an activity index. The format of the instructional units section consists of concepts, learning objectives and activities, and teacher information and resources. A preliminary materials list, worksheets, and illustrations are also included for each unit. The activities for the kindergarten level focus on: (1) self-image, feelings, and tolerance; (2) group membership; and (3) responsibility for personal health. The 14 appendices provide references on teaching methods, agencies, resources, packaged programs for health and drug education, materials of special interest to minority groups, and a chart of alternatives to drug use. (KMF)

ED214090 CG015826

Drug Education Curriculum: Grade One. Health Education: Substance Abuse Prevention.
New York State Education Dept., Albany. Bureau of Drug Education.
Report No-NYSED-81-9070
Pub Date Jul 81
Note-176p.; For related documents, see CG 015 825-833.
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Affective Behavior; *Cognitive Development; Communication Skills; Coping; *Drug Abuse; *Drug Education; *Drug Use; Elementary Education; Elementary School Students; Grade 1; Health Education; Humanistic Education; *Learning Activities; Self Concept; *Skill Development; Teaching Guides

This curriculum guide, one of nine sequential manuals for elementary and secondary teachers and administrators, is designed to prevent drug misuse and abuse through activities for developing students' cognitive and affective skills. The materials emphasize the involvement of parents and community members and resources in implementing drug abuse prevention programs. The development of self-image and positive self-concept, communication skills, and coping skills comprise the three components of an affective model upon which this guide is based. The introductory section provides background information, e.g., curriculum evaluation, facilitator instructions, a topical outline of the curriculum, teaching methods, characteristics of early and late childhood, and an activity index. The format of the instructional units section consists of concepts, learning objectives and activities, and teacher information and resources. A preliminary materials list, worksheets, and illustrations are also included for each unit. Activities for the first grade level focus on: (1) self-image and communication skills; (2) responsibility for feelings and actions; and (3) healthy decision-making. The 14 appendices provide references on teaching methods, agencies, resources, packaged programs for health and drug education, materials of special interest to minority groups, and a chart of alternatives to drug use. (KMF)

ED214091 CG015827

Drug Education Curriculum: Grade Two. Health Education: Substance Abuse Prevention.
New York State Education Dept., Albany. Bureau of Drug Education.
Report No-NYSED-81-9071
Pub Date Jul 81
Note-206p.; For related documents, see CG 015 825-833.
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-Affective Behavior; *Cognitive Development; Communication Skills; Coping; *Drug Abuse; *Drug Education; *Drug Use; Elementary Education; Elementary School Students; Grade 2; Health Education; Humanistic Education; *Learning Activities; Self Concept; *Skill Development; Teaching Guides

This curriculum guide, one of nine sequential manuals for elementary and secondary teachers and administrators, is designed to prevent drug misuse and abuse through activities for developing students' cognitive and affective skills. The materials emphasize the involvement of parents and community members and resources in implementing drug abuse prevention programs. The development of self-image and positive self-concept, communication skills, and coping skills comprise the three components of an affective model upon which this guide is based. The introductory section provides background information, e.g., curriculum evaluation, facilitator instructions, a topical outline of the curriculum, teaching methods, characteristics of early and late childhood, and an activity index. The format of the instructional units section consists of concepts, learning objectives and activities, and teacher information and resources. A preliminary materials list,

worksheets, and illustrations are also included for each unit. Activities for the second grade level focus on: (1) choices in terms of personal needs; (2) self-image, social interactions and responsibility; (3) body balance and health; and (4) wise use of substances. The 14 appendices provide references on teaching methods, agencies, resources, packaged programs for health and drug education, materials of special interest to minority groups, and a chart of alternatives to drug use. (KMF)

ED214092 CG015828

Drug Education Curriculum: Grade Three. Health Education: Substance Abuse Prevention.
New York State Education Dept., Albany. Bureau of Drug Education.
Report No-NYSED-81-9072
Pub Date Jul 81
Note-208p.; For related documents, see CG 015 825-833.
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-Affective Behavior; *Cognitive Development; Communication Skills; Coping; *Drug Abuse; *Drug Education; *Drug Use; Elementary Education; Elementary School Students; Grade 3; Group Dynamics; Health Education; Humanistic Education; *Learning Activities; Self Concept; *Skill Development; Teaching Guides

This curriculum guide, one of nine sequential manuals for elementary and secondary teachers and administrators, is designed to prevent drug misuse and abuse through activities for developing students' cognitive and affective skills. The materials emphasize the involvement of parents and community members and resources in implementing drug abuse prevention programs. The development of self-image and positive self-concept, communication skills, and coping skills comprise the three components of an affective model upon which this guide is based. The introductory section provides background information, e.g., curriculum evaluation, facilitator instructions, a topical outline of the curriculum, teaching methods, characteristics of early and late childhood, and an activity index. The format of the instructional units section consists of concepts, learning objectives and activities, and teacher information and resources. A preliminary materials list, worksheets, and illustrations are also included for each unit. Activities for the third grade level focus on: (1) self-image and responsibility for decisions; (2) group dynamics; (3) body balance and health; and (4) personal responsibility for health. The 14 appendices provide references on teaching methods, agencies, resources, packaged programs for health and drug education, materials of special interest to minority groups, and a chart of alternatives to drug use. (KMF)

ED214093 CG015829

Drug Education Curriculum: Grade Four. Health Education: Substance Abuse Prevention.
New York State Education Dept., Albany. Bureau of Drug Education.
Report No-NYSED-81-9073
Pub Date Jul 81
Note-204p.; For related documents, see CG 015 825-833.
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-Affective Behavior; *Cognitive Development; Communication Skills; Coping; *Drug Abuse; *Drug Education; *Drug Use; Elementary Education; Elementary School Students; Grade 4; Health Education; Humanistic Education; *Learning Activities; Problem Solving; Self Concept; *Skill Development; Teaching Guides

This curriculum guide, one of nine sequential manuals for elementary and secondary teachers and administrators, is designed to prevent drug misuse and abuse through activities for developing students' cognitive and affective skills. The materials emphasize the involvement of parents and community members and resources in implementing drug abuse prevention programs. The development of self-image and positive self-concept, communication skills, and coping skills comprise the three components of an affective model upon which this guide is based. The introductory section provides background information, e.g., curriculum evaluation, facilitator instructions, a topical outline of the curriculum, teaching methods, characteristics of early and late childhood, and an activity index. The format of the instructional units section consists of concepts, learning objectives and activities, and teacher information and resources. A preliminary materials list, worksheets, and illustrations are also included for each unit. Activities for the fourth grade level focus on: (1) appropriate uses for drugs; (2) emotions effect on health; (3) communication skills and problem-solving; and (4) personal health goal setting. The 14 appendices provide references on teaching methods, agencies, resources, packaged programs for health and drug education, materials of special interest to minority groups, and a chart of alternatives to drug use. (KMF)

ED214094 CG015830

Drug Education Curriculum: Grade Five. Health Education: Substance Abuse Prevention.

New York State Education Dept., Albany. Bureau of Drug Education.
Report No-NYSED-81-9090
Pub Date Jul 81
Note-202p.; For related documents, see CG 015 825-833.
EDRS Price - MF01/PC09 Plus Postage.

Descriptors-Affective Behavior; *Cognitive Development; Communication Skills; Coping; Decision Making; *Drug Abuse; *Drug Education; *Drug Use; Elementary Education; Elementary School Students; Grade 5; Group Dynamics; Health Education; Humanistic Education; *Learning Activities; Problem Solving; Self Concept; *Skill Development; Teaching Guides

This curriculum guide, one of nine sequential manuals for elementary and secondary teachers and administrators, is designed to prevent drug misuse and abuse through activities for developing students' cognitive and affective skills. The materials emphasize the involvement of parents and community members and resources in implementing drug abuse prevention programs. The development of self-image and positive self-concept, communication skills, and coping skills comprise the three components of an affective model upon which this guide is based. The introductory section provides background information, e.g., curriculum evaluation, facilitator instructions, a topical outline of the curriculum, teaching methods, characteristics of early and late childhood, and an activity index. The format of the instructional units section consists of concepts, learning objectives and activities, and teacher information and resources. A preliminary materials list, worksheets, glossary of terms, and illustrations are also included. Activities for the fifth grade level focus on: (1) drug use and body balance; (2) drugs and society; (3) problem-solving and decision-making; and (4) group dynamics. The 14 appendices provide references on teaching methods, agencies, resources, packaged programs for health and drug education, materials of special interest to minority groups, and a chart of alternatives to drug use. (KMF)

ED214095 CG015831

Drug Education Curriculum: Grade Six. Health Education: Substance Abuse Prevention.

New York State Education Dept., Albany. Bureau of Drug Education.

Report No-NYSED-81-9091

Pub Date Jul 81

Note-197p.; For related documents, see CG 015 825-833.

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-Affective Behavior; *Cognitive Development; Communication Skills; Coping; Decision Making; *Drug Abuse; *Drug Education; *Drug Use; Elementary Education; Elementary School Students; Grade 6; Health Education; Humanistic Education; *Learning Activities; Self Concept; *Skill Development; Teaching Guides

This curriculum guide, one of nine sequential manuals for elementary and secondary teachers and administrators, is designed to prevent drug misuse and abuse through activities for developing students' cognitive and affective skills. The materials emphasize the involvement of parents and community members and resources in implementing drug abuse prevention programs. The development of self-image and positive self-concept, communication skills, and coping skills comprise the three components of an affective model upon which this guide is based. The

introductory section provides background information, e.g., curriculum evaluation, facilitator instructions, a topical outline of the curriculum, teaching methods, characteristics of early and late childhood, and an activity index. The format of the instructional units section consists of concepts, learning objectives and activities, and teacher information and resources. A preliminary materials list, worksheets, glossary of terms and illustrations are also included. Activities for the sixth grade level focus on: (1) drugs and human needs; (2) personal decisions about drug use; (3) drugs and society; and (4) alternatives to drugs. The 14 appendices provide references on teaching methods, agencies, resources, packaged programs for health and drug education, materials of special interest to minority groups, and a chart of alternatives to drug use. (KMF)

ED214096 CG015832

Drug Education Curriculum: Junior High. Health Education: Substance Abuse Prevention.

New York State Education Dept., Albany. Bureau of Drug Education.
Report No-NYSED-81-9105
Pub Date Jul 81
Note-232p.; For related documents, see CG 015 825-833.
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-Affective Behavior; *Cognitive Development; Communication Skills; Coping; *Drug Abuse; *Drug Education; *Drug Use; Health Education; Humanistic Education; Junior High Schools; Junior High School Students; *Learning Activities; Motivation; Secondary Education; Self Concept; *Skill Development; Social Values; Teaching Guides

This curriculum guide, one of nine sequential manuals for elementary and secondary teachers and administrators, is designed to prevent drug misuse and abuse through activities for developing students' cognitive and affective skills. The materials emphasize the involvement of parents and community members and resources in implementing drug abuse prevention programs. The development of self-image and positive self-concept, communication skills, and coping skills comprise the three components of an affective model upon which this guide is based. The introductory section provides background information, e.g., curriculum evaluation, facilitator instructions, a topical outline of the curriculum, teaching methods, characteristics of early and late childhood, and an activity index. The format of the instructional units section consists of concepts, learning objectives and activities, and teacher information and resources. A preliminary materials list, worksheets, a glossary of terms, and illustrations are also included. Activities for the junior high level focus on: (1) the homeostasis of the body; (2) drugs and society; (3) motivations for drug use; and (4) communication skills. The 14 appendices provide references on teaching methods, agencies, resources, packaged programs for health and drug education, materials of special interest to minority groups, and a chart of alternatives to drug use. (KMF)

ED214097 CG015833

Drug Education Curriculum: Senior High. Health Education: Substance Abuse Prevention.

New York State Education Dept., Albany. Bureau of Drug Education.
Report No-NYSED-81-9106
Pub Date Jul 81
Note-265p.; For related documents, see CG 015 825-832.
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-Affective Behavior; *Cognitive Development; Communication Skills; Coping; *Drug Abuse; *Drug Education; *Drug Use; Health Education; High Schools; High School Students; Humanistic Education; *Learning Activities; Motivation; Secondary Education; Self Concept; *Skill Development; Social Values; Teaching Guides

This curriculum guide, one of nine sequential manuals for elementary and secondary teachers and administrators, is designed to prevent drug misuse and abuse through activities for developing students' cognitive and affective skills. The materials emphasize the involvement of parents and community members and resources in implementing drug abuse prevention programs. The development of self-image and positive self-concept, communication skills, and coping skills comprise the three components of an affective model upon which this guide is based. The introductory section provides background information, e.g., curriculum evaluation, facilitator instructions, a topical outline of the curriculum, teaching methods, characteristics of early and late childhood, and an activity index. The format of the instructional units section consists of concepts, learning objectives and activities, and teacher information and resources. A preliminary materials list, worksheets, a glossary of terms, and illustrations are also included. Activities at the high school level focus on: (1) the effects of drugs on the homeostasis of the body; (2) drugs and society; (3) communication skills; and (4) motivations and alternatives. The 14 appendices provide references on teaching methods, agencies, resources, packaged programs for health and drug education, materials of special interest to minority groups, and a chart of alternatives to drug use. (KMF)

ED214098 CG015834

Gibbs, Jeanne M.

Significant Other Relationships: Their Location and Importance for the Older Widow.

Institute for Community Studies, Kansas City, Mo. Midwest Council for Social Research in Aging.
Spons Agency-National Inst. on Aging (DHEW/PHS), Bethesda, Md.
Pub Date Nov 81
Note-22p.; Paper presented at the Joint Annual Meeting of the Scientific Gerontological Society (34th) and the Scientific & Educational Canadian Association on Gerontology (10th), (Toronto, Ontario, Canada, November 8-12, 1981).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Emotional Adjustment; *Family Relationship; *Females; *Friendship; Interpersonal Relationship; *Rural Population; Social Adjustment; Social Life; *Widowed
Identifiers-*Significant Other

Research has indicated that times of great personal loss are usually eased by the presence of a close individual. Widowhood research, however, has shown a lack or brevity of close social support for the widow. The frequency and quality of the significant other relationships of older widows were explored after the initial period of grief and bereavement. Personal, in-depth interviews were conducted with 40 women, widowed at least one year, and from one to three of their significant others residing in the same community. Widows (N=20) lived in a small town and 20 lived in a rural community. A comparison of results from the two communities indicated that the widow's social world in the town tended to be built around friends, while the rural widow's social world tended to be more family-oriented. The widows only identified other women as their significant others although they were given the opportunity to name either men or women, including family members. The findings suggest that greater feelings of emotional closeness and social contact occur between the widow and her significant other after widowhood. The results also reaffirm the importance of non-family significant others in the widow's efforts at social adaptation to a new role. (Author/NRB)

ED214099 CG015835

Hulin, Charles L.; Ross, William

Meanings of Work in Different Environments and Cultures.

Pub Date Aug 81
Note-22p.; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981).
Best copy available.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Beliefs; Cluster Analysis; Cultural Differences; *Cultural Influences; *Employee Attitudes; Individual Differences; *Philosophy; Research Methodology; Values; *Work Attitudes; *Work Environment

Organizations are directly influenced by the beliefs and values of the employees. Many of these beliefs deal with the meaning of work and preferences for broad classes of work outcomes. A heterogeneous sample of working people (N=318) completed a questionnaire which examined beliefs about work on nine job-related dimensions that distinguish four beliefs systems. A cluster analysis performed on the nine job-related subscale scores indicated that there were five clusters of people who differed in their beliefs about work. A comparison of the means of the five clusters on the subscales revealed that: (1) Cluster 1 tended to hold Protestant Ethic beliefs; (2) Cluster 2 adhered to the Leisure Ethic; (3) Cluster 3 was neutral relative to the other groups on almost all scales; (4) Cluster 4 endorsed more Marxist beliefs than other clusters; and (5) Cluster 5 held a combination of Protestant Ethic and Humanistic beliefs. For most clusters, beliefs from more than one ethic were held. These data suggest that the theory-based work beliefs scale is a superior instrument for measuring the beliefs of workers. (Author/NRB)

ED214100 CG015836

Johnson, Paul W.

The Correlates of Psychological Well-Being of Urban Elderly Residents of Public Housing.

Pub Date Nov 81

Note-37p.; Paper presented at the Joint Annual Meeting of the Scientific Gerontological Scciety (34th) and the Scientific & Educational Canadian Association on Gerontology (10th), (Toronto, Ontario, Canada, November 8-12, 1981).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Age Differences; *Health Services; Marital Status; *Mental Health; *Older Adults; Physical Health; Program Evaluation; *Public Housing; Sex Differences; Social Life; *Social Services; Socioeconomic Status; Urban Programs; *Well Being

This paper reports on the findings of an evaluation of a health and social services comprehensive care model project for the elderly residing in low-income urban public housing. The text contains a brief discussion of the previous research, the results of the present study, and comments on the applicability of previous research to the sample within public housing. Findings for the treatment and control groups are discussed separately and a comparison of the two groups is provided for each of six variables of psychological well-being, i.e., (1) socioeconomic status; (2) social participation; (3) perceived health; (4) marital status; (5) age; and (6) sex. The Conclusions section addresses the variables relevant to public housing and overall treatment effects of the model project. Appendix A describes the model project evaluation which examined the project's impact across a random sample (N=98) of residents of treatment and control buildings. Appendix B briefly describes the project, while Appendix C describes the Philadelphia Geriatric Center Morale Scale and Rosenburg's Self-Esteem Scale used as outcome measures. Appendix D contains data tables which

help to clarify the research methods. (NRB)

ED214101 CS006419

Logan, John W.; Garcia, Jesus

An Examination of Ethnic Content in Nine Current Basal Reading Series.

Pub Date Apr 82

Note-12p.; Paper presented at the Annual Meeting of the International Reading Association (27th, Chicago, IL, April 26-30, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-American Indians; *Basal Reading; Blacks; *Characterization; *Content Analysis; Cultural Awareness; Elementary Education; *Ethnic Groups; Hispanic Americans; Minority Groups; Reading Materials; Reading Material Selection; Reading Research; *Textbook Bias; *Textbook Content

Noting that major publishers have begun to depict a more balanced portrayal of ethnic story characters and content in their basal reading series, a study was conducted to investigate the extent to which stories depicting the three largest ethnic groups in the United States were contained in nine of the major and current basal reading series (grades one through six). Blacks, Hispanics, and native Americans were examined in the stucy since they represent the largest minorities nationwide, while a fourth group labeled "multiethnic" enabled the coding of information about stories with major characters from more than one ethnic group. The study sought to determine the amount of ethnic content contained in the series, whether a particular series emphasized a greater number of stories about one ethnic group over others, and the ways that such information could benefit individuals interested in purchasing new basal series. The results indicated that no single basal series offered more ethnic content for a particular group than another, and that practically all nine series included a greater occurrence of stories about blacks and multiethnic groups than about native Americans and Hispanics. (HTH)

ED214102 CS006478

Collins, Carmen

The Use of Writing to Improve Reading Comprehension.

Pub Date Nov 81

Note-15p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (71st, Boston, MA, November 20-25, 1981).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Cognitive Development; College Freshmen; *Expressive Language; Higher Education; *Integrated Activities; Language Processing; Reading Attitudes; *Reading Comprehension; *Reading Improvement; Remedial Reading; Self Concept; Teaching Methods; *Transfer of Training; *Writing Skills

Identifiers-*Reading Writing Relationship

Although much has been said about the influence of reading upon writing, little information is available concerning the effect of writing practice upon reading comprehension. During one experimental study, college freshmen students in a remedial reading course wrote in the expressive mode for ten minutes a day. This simple act of writing, without writing instruction, improved their reading comprehension, their attitudes toward instruction, and their feelings about themselves as readers, writers, and learners. Expressive writing enabled the students to see relationships, connections, and ideas that were once elusive and abstract. By writing, students were able to organize their thinking on paper and were in a better position to understand another writer's organization of an idea. This is what reading comprehension is all about. To enhance the transfer of learning between reading and writing classes, students should see the connection between what an author is saying and what the writer wants to say. If knowledge gained from writing in the expressive mode can transfer to reading comprehension and can make students feel better about themselves as readers and writers, then they may also increase their cognitive growth through the transfer of learning and the shared processes among reading, writing, and thinking. (HOD)

ED214103 CS006494

Blatt, Gloria T.

The Functions of Reading in Four Elementary Classrooms and Their Effects on Children's Reading Interests.

Pub Date 81
Note-22p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Class Activities; Classroom Environment; Content Area Reading; Elementary Education; Elementary School Students; *Independent Reading; Literature Appreciation; Longitudinal Studies; Oral Reading; Reading Aloud to Others; Reading Habits; *Reading Instruction; *Reading Interests; *Reading Research; Recreational Reading; *Student Motivation; Student Teacher Relationship; *Teacher Influence

A longitudinal study examined the classroom environments in which 30 children learned to read. Over the first four years of the study, data were collected on how the children's third, fourth, fifth, and sixth grade teachers taught reading and other subjects, the kinds and numbers of books that the children had available to read, the functions of reading in the classrooms, and the connections made between assigned reading and literature. During the study, the children kept records of what they read and answered questions about how they heard about these books and what they thought of each book. The results showed that

teachers were most successful in fostering reading interests when they gave children time to read, used literature to teach reading, or read aloud regularly to their classes. The positive effect of sharing books in class was evident in the children's reports of how they got information about books and in the examination of reading by one child, whose preference for fantasy was first triggered and later fostered by oral readings in successive classes. By calling attention to specific books in one way or another, the teachers were able to establish climates in which reading became a significant activity valued by the social community of the classroom in general. (RL)

ED214104 CS006508

Valmont, William J.

Minimum Competency Doesn't Mean Minimum Teaching.

Pub Date 81
Note-28p.; Paper presented at the Annual Meeting of the International Reading Association (26th, New Orleans, LA, April 27-May 1, 1981).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Competency Based Education; *Educational Quality; Educational Trends; *Minimum Competency Testing; *Reading Instruction; Teacher Effectiveness; Teaching Methods; Testing Problems

Many educators think that the end result of minimum competency programs has been the lowering of the quality of learning by most students. It appears that once minimum competencies are held up as the expected level of attainment for all students, there is a tendency to aim all instruction toward those competencies to the exclusion of a wider range of learning possibilities. With the advent of minimum competency testing and its effects upon reading instruction, it appears that neither teachers nor students have their sights set on excelling. Factors contributing to this state of affairs include the public's lack of confidence in the public schools and their staffs and legislative demands for myriad standardized tests. Such massive testing requires excessive time, money, and effort for the dubious benefit of an uninformed public. Four things for educators to consider in combatting the tendency to teach toward minimum competencies in reading are (1) avoid teaching toward the test, (2) give students exposure to a wide range of reading activities regardless of the method used to test their performance, (3) expect more than minimum competence from students, and (4) avoid teaching reading skills in the isolation by which they are frequently tested. In spite of the problems, competency testing has brought about efforts to discover how well teachers are teaching all students to read and to examine the reading curriculum more carefully. (HTH)

ED214105 CS006512

Katz, Ina; Mullen, T. Patrick

Construction and Practicability of Cloze Procedures in Diagnosis and Establishing Support Programs in College Reading.

Pub Date Oct 81

Note-28p.; Paper presented at the Annual Meeting of the Southwest Regional Conference of the International Reading Association (10th, Tucson, AZ, October 29-31, 1981). Not available in paper copy due to marginal legibility of original document.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Cloze Procedure; College Students; *Content Area Reading; Higher Education; *Reading Ability; Reading Achievement; Reading Comprehension; *Reading Diagnosis; *Reading Research; Student Needs; *Test Construction; Test Validity

A study was conducted to construct a cloze screening instrument to gain information about the reading capabilities of college students enrolled in specific courses and to find out what support services these students needed. Subjects included 464 college students ranging from entering freshmen to graduate students. Cloze passages were constructed from randomly selected portions chosen from required texts and consisted of 250 words plus complete beginning and final sentences. Results of the cloze tests were scored with synonyms and without synonyms. Results showed that (1) cloze tests were valid measures of reading comprehension at the college level, (2) more than a single passage should be included on a screening instrument, (3) altering the format of the passages did not alter the stability of test results, (4) scoring of passages including synonyms did not increase the construct validity of the test, (5) a significant correlation existed between cloze test scores and achievement in college, (6) mean scores differed significantly in different content areas, and (7) identification of students' reading capabilities indicated a need for student counseling, adjunct classes, and special reading development classes. (HOD)

ED214106 CS006513

Neuman, Susan B.
Television Viewing and Leisure Reading: A Qualitative Analysis.
Pub Date Mar 82
Note-22p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Childhood Attitudes; Intermediate Grades; Reading Attitudes; *Reading Habits; *Reading Interests; *Reading Material Selection; *Reading Research; *Recreational Reading; Television Research; *Television Viewing
A study was conducted to determine whether students' preferences for reading or for viewing television were related to the quality of their leisure reading choices. The families of 198 fourth, fifth, and sixth grade students were asked to complete television and reading logs for four weeks. Sixty-six students were identified from this sample as representing either the upper or the lower quartiles in terms of their leisure reading behavior (number of books read per month) or their television viewing habits (number of hours watched per week). Four groups emerged in the following categories: (1) heavy viewing/heavy reading, (2) light viewing/heavy reading, (3) light viewing/light reading, and (4) heavy viewing/light reading. The quality of the leisure reading choices for each of the four groups was analyzed using a modification of the W. F. Gray and B. Rogers Maturity in Reading Scale. The results indicated that students in the fourth group, heavy viewing/light reading, tended to choose books of lower quality than the other groups. (Author/HTH)

ED214107 CS006514

Kolczynski, Richard G.

A Comparative Analysis of Miscues in Content Area Reading.

Pub Date [78]
Note-28p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Comparative Analysis; *Content Area Reading; Grade 6; Intermediate Grades; *Miscue Analysis; Oral Reading; Reading Ability; Reading Comprehension; Reading Processes; *Reading Research; Semantics; Syntax
Identifiers-Syntactic Complexity

A comparative analysis of the oral reading miscues of 20 average and above-average readers entering sixth grade was made in relation to syntax, semantics, and patterns of comprehension and grammatical relationships. Miscues generated while reading passages in science, social studies, mathematics, and literature were analyzed, and the relationship between the syntactic complexity of the passages and the subject's retellings was determined using ANOVA procedures. No significant differences were found among the miscues from the different passages, and readers did not retell passages at significantly higher levels of syntactic complexity than allowed by their comprehension. The data did not support the assumptive differences attributed to reading in various content areas. The findings suggested that the reading process remains stable across passages from various subject areas. (HTH)

ED214108 CS006515

Sokol, Kirstin R.

Abbreviations: Their Effects on Comprehension of Classified Advertisements.

Pub Date 28 Jul 81
Note-27p.; Appendix A may be marginally legible.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Abbreviations; Advertising; Content Area Reading; *Functional Reading; High Schools; High School Students; *Readability; *Reading Comprehension; *Reading Research
Identifiers-*Want Ads

Two experimental designs were used to test the hypothesis that abbreviations in classified advertisements decrease the reader's comprehension of such ads. In the first experimental design, 73 high school students read four ads (for employment, used cars, apartments for rent, and articles for sale) either with abbreviations or with all abbreviations eliminated. Both forms of ads were followed by comprehension questions. The 93 high school students participating in the second experimental design read the ads both with and without the abbreviations but in different orders of presentation and sometimes with a lapse of one week between readings. The findings were the same in both of the experimental designs. Regardless of test conditions, order of presentation, and time lapse between completion of both forms of experiment, the mean correct scores of the subjects were significantly lower on the form with abbreviations than on the form without abbreviations. A grade-by-grade analysis of the data showed that the differences between scores on the two forms occurred in all grades, although the differences were not significant in the twelfth grade sample. The analysis by grade also showed a trend of decreasing differences between the two forms as educational level increased. (The ads and their comprehension questions are attached.) (RL)

ED214109 CS006516

Armstrong, W. Cliff; Goyol, Anthony

The Status of Reading Instruction in the College of Education at Southern University, Baton Rouge, Louisiana.

Spons Agency-Louisiana State Dept. of Education, Baton Rouge.
Pub Date 21 Apr 80
Note-22p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*College Faculty; Content Area Reading; *Educational Practices; Higher Education; *Reading Instruction; *Reading Research; Reading Skills; School Surveys; *Teacher Education Programs; *Teaching Methods
Identifiers-Southern University LA

Forty-six members of the college of education at Southern University in Baton Rouge, Louisiana, were surveyed to determine the status of reading instruction within that college. The faculty members taught a total of 114 courses in six departments: health and physical education, vocational education, recreation, special education, elementary education, and secondary education. The subjects completed one instrument designed to collect data concerning the types of activities they engaged in that could positively affect the reading performance of college students, and another instrument designed to reveal the extent to which the professors addressed specific reading skills in their classes. The professors also provided demographic information. The findings revealed that the faculty members were engaged in activities designed to enhance the reading performance of their students. (Copies of the survey instruments are appended.) (FL)

ED214110 CS006519

Beck, Michael D.

An Adaptation of the "Standards for Evaluations" for the Interpretation of Reading Program Evaluations. Final Report.

International Reading Association, Newark, Del.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date 30 Jun 81
Grant-NIE-G-80-0075
Note-49p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Administrator Guides; Elementary Secondary Education; *Evaluation Criteria; *Evaluation Methods; *Program Evaluation; *Reading Programs
Identifiers-*International Reading Association

This paper reports on work by an International Reading Association (IRA) committee to develop criteria--for use in judging the superiority of a particular reading program--that may be used by school personnel in the interpretation of evaluation reports. The paper outlines (1) the background of the project, (2) project activities, (3) anticipated uses and usefulness of the guidelines, (4) project funding and staffing, and (5) dissemination and distribution plans. Appendixes include a draft of the guidelines used for the field test, a summary of the comments on the field test guidelines by local district reviewers, a draft of the final IRA guidelines, a memo to IRA committee reviewers of the final draft guidelines, a summary of comments on the final guidelines by IRA committee members, field test reviewers' comments concerning future evaluation activities, and recommendations concerning local uses of the guidelines. (HOD)

ED214111 CS006524

McKibben, Mary Lou
Listening, Study Skills, and Reading: Measuring and Meeting College Freshman Needs in the 1980's.
Pub Date 5 Mar 82

Note-29p.; Paper presented at the Annual Meeting of the International Listening Association (3rd, Washington, DC, March 2-6, 1982).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Assignments; *Classroom Techniques; College Freshmen; Content Area Reading; *Critical Reading; *Critical Thinking; Higher Education; Listening Habits; *Listening Skills; Periodicals; Reading Skills; *Sequential Approach; *Study Skills
Identifiers-*Note Taking
After describing the development of a listening component in a university study skills curriculum, this paper presents ten assignments on effective listening skills for use as college study skills. The listening assignments are presented in a sequence beginning with focusing attention and following oral instructions precisely and ending with practice in critical thinking. These assignments are (1) role playing and discussing listening etiquette, (2) guidelines for following directions for assignments, (3) picking out the cues that lecturers and writers use to signal important ideas or structures, (4) using the five principles of learning (indicated by the acronym LISAN--lead/preparedness, ideas, signals, action, and notes), (5) listening to lectures, (6) evaluating lecture notes, (7) using newspaper articles as comprehension exercises in summarizing information, (8) discussing the characteristics of good and poor listeners, (9) analyzing magazines, and (10) preparing a critical reading and listening project in which students practice what they have learned in a critical reading and listening situation. Handouts used in these assignments are attached. (RL)

ED214112 CS006526

Rosecky, Marion
Implementing PCRP: Fact or Fiction? Communication Skills.
Pennsylvania State Dept. of Education, Harrisburg.
Pub Date 82
Note-16p.; One of a series of PCRP publications. The report lists the accomplishments of Project CARES (Communication Arts Resource and Educational Services).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Elementary Secondary Education; *Experiential Learning; *Language Arts; *Language Processing; Listening Skills; *Modeling (Psychology); Principals; Program Descriptions; Program Evaluation; Reading Instruction; Speech Skills; Sustained Silent Reading; Teacher Improvement; *Teaching Methods; Writing Skills
Identifiers-*Pennsylvania Comprehensive Read Commun Arts Plan
The Pennsylvania Comprehensive Reading/Communication Arts Plan (PCRP) is a language arts curriculum providing four critical experiences that all students need in order to become competent in reading, writing, listening, and speaking: responding to literature, sustained silent reading, oral and written composing, and investigating and mastering language patterns. An implementation model was developed to allow maximum impact of the program, in which the school principal models sustained silent reading and sustained writing in the classrooms and designs schedules to allow frequent teacher team meetings and inservice sessions. In providing the four critical experiences for students, teachers focus on facilitating student learning, with the belief that teachers can positively affect the learning of their students. Assessment of the reading and writing achievement in pilot PCRP classes at the elementary school level indicates significant gains in both areas, and subsequent research will be conducted with PCRP students at the secondary school level. Current results indicate positive effects for implementation of PCRP, but the most convincing evidence that the program has made a difference for students is the teachers' growth in reading, writing, speaking, and listening when working with their students in this approach. (HTH)

ED214113 CS006529

Crismore, Avon

A Think-Aloud Protocol from a Critical Reader Reading a Study from "The Journal of Reading."

Pub Date 82
Note-22p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Cognitive Processes; *Critical Reading; *Periodicals; Reading Instruction; *Reading Research; *Reading Teachers; Secondary Education
Identifiers-Protocol Analysis; *Think Aloud Protocol

Using the format of a think-aloud protocol, this paper critically reviews a study from "The Journal of Reading" from the perspective of a not-so-typical high school reading teacher. In this situation the hypothetical secondary school reading teacher came from an English major background, had 15 years experience teaching reading and English, subscribed to several professional journals, attended research sessions at regional conferences, and had had a few graduate courses in statistics. "The Journal of Reading" was chosen in order to gain insight into the nature of a research article in a nonresearch oriented journal. Another reason for the choice was its focus on secondary reading. The high school reading teacher perspective was chosen because reading educators and psychologists who write and submit research articles to the journal, as well as the editors and reviewers for the journal, need to know how a classroom teacher might react to these articles. Finally, the think-aloud technique was chosen because it related to the specific journal article being reviewed. (HOD)

ED214114 CS006530

Cranney, A. Garr
Bible References by Computer for Adult Reading Teachers.
Pub Date [81]
Note-14p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adult Literacy; Adult Reading Programs; *Biblical Literature; Content Analysis; *Reading Instruction; *Reading Research
Identifiers-*Computer Analysis
A study was conducted to identify Bible references useful to adult reading teachers in special educational settings. Bible references to reading were first identified by analyzing papers written by education students on the Bible and the teaching of reading. From these papers, 49 key words relating to reading found in the Bible were identified. Using a computerized text of the King James version, those reading-related words, when entered on the computer, generated about 4,800 passages. A reference list was selected from those passages considered to have substantial relevance to reading instruction and was organized under topic headings familiar to reading teachers, such as understanding, reading difficulty, and effects of reading. The language section included concepts best considered in a religious framework. The need for readers to be guided, given sense, and caused to understand reading is supported by several passages under reading purposes and promises, and interested teachers will also find copious evidence of use of reading as a teaching device in the life of Christ. Some of the passages generated in the study were less important but familiar in their interest in education. More significant were references emphasizing the importance of reading. The study raised the question of whether other prominent religious documents are as supportive of the teaching of reading as the Bible. (The reference list of Bible passages and their headings is attached.) (HTH)

ED214115 CS006531

Condas, Anastasia C.

An "All Right" High School Reading Program.

Pub Date Nov 81

Note-35p.; Paper presented at the Annual Meeting of the California Reading Association (15th, Anaheim, CA, November 5-7, 1981). Not available in paper copy due to marginal legibility of original document.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Classroom Techniques; Course Content; Course Descriptions; High Schools; *Program Content; *Reading Centers; Reading Improvement; *Reading Instruction; Reading Material Selection; *Reading Programs; Remedial Reading; Student Attitudes

Noting the importance of a relaxed atmosphere, the availability of all kinds of reading materials, and an unpressured, out-in-the-open approach to measuring student progress, this paper describes the activities and resources that constitute a successful high school reading program. The discussion focuses on the types of books, diagnosis, philosophy, environment, and success of the reading program created at the Monte Vista High School in Castro Valley, California. An appendix contains samples of handouts, forms for record keeping, filmographies, reading tests, order forms, and book lists used in the high school's reading center, where the five reading classes meet. (RL)

ED214116 CS006532

McNamee, Gillian Dowley
The Social Origins of Comprehension Skills at the Pre-Reading Level.
Pub Date Mar 82
Note-40p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Case Studies; *Cognitive Development; *Cognitive Processes; *Concept Formation; Early Experience; Interaction; Listening Comprehension; Preschool Children; Reading Comprehension; *Reading Research; *Student Teacher Relationship
Identifiers-*Schemata; *Social Interaction; Story Grammar
Working under the hypothesis that a child's concept of a story and his or her concept of the task of narration used to tap comprehension emerge first in social interaction, a methodology was created for studying the process of development from dependent functioning in social interaction to independent functioning based on L. Vygotsky's theoretical perspective--that the child first acts out the appropriate behaviors necessary to complete a task under someone else's guidance. The development of comprehension skills in the preschool children was investigated through two kinds of teacher-child interactions: (1) children individually narrating a story to the researcher, and (2) children dramatizing the story in small groups. Four case studies illustrated how the social interaction within and around the stories as guided by the teacher over time contained the blueprint for each child's mental construction of thought processes. It was concluded that if children develop story schemas or scripts for memory and comprehension of texts and text-like material, then these mental processes are being constructed in the dialogues and social interactions involving stories with significant people in their lives during the preschool years. (Appended are transcripts of the teacher-child interactions.) (HOD)

ED214117 CS006533

Arneson, Sandy, Comp.; And Others

Waukegan Follow Through Balanced Reading Program: Individualized Reading Instruction Manual.

Waukegan Community Unit School District 60, Ill.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date Jun 80
Note-132p.
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Basal Reading; Basic Skills; Curriculum Guides; Elementary School Curriculum; Handwriting Skills; *Individualized Reading; *Phonics; Primary Education; Program Descriptions; *Programed Instructional Materials; *Reading Instruction; *Reading Programs; Reading Skills; Spelling Instruction
Identifiers-*Behavior Analysis

This teacher's manual is intended for use in individualized reading instruction in the Waukegan (Illinois) Behavior Analysis Follow Through Program, which is based on a model emphasizing the basic skills of reading, math, spelling, and handwriting to meet the educational needs of low-income students in kindergarten through third grade. The first section of the manual describes the materials used in the program, including the behavior analysis "Phonics Primer" and the Sullivan "Programmed Reading Series." The second section presents the procedures for teaching reading in the program--first with the primer, then with the Sullivan series--and includes procedures for increasing reading comprehension. Appendixes contain a variety of teacher aids, including examples of praise and prompting phrases, daily record sheets, a glossary, classroom floor plans, and recommended stories for guided reading in the Sullivan series. (HTH)

ED214118 CS006534

Johnson, Dale D.; And Others

An Investigation of the Trends in Vocabulary Research and the Effects of Prior Knowledge on Instructional Strategies for Vocabulary Acquisition.

Wisconsin Center for Education Research, Madison.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Report No-WCER-TP-95
Pub Date Nov 81
Grant-NIE-G-81-0009
Note-63p.; Report from the Program on Student Diversity and Classroom Processes: Skill Development--Language Arts.
Available from-analysis procedures, as well as other, more conventional,
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Context Clues; Cultural Influences; Educational Trends; *Learning Theories; *Prior Learning; Reading Comprehension; *Reading Research; Research Utilization; *Semantics; *Teaching Methods; Trend Analysis; Vocabulary Development; *Vocabulary Skills; Word Recognition
Identifiers-Keywords; Semantic Features

In presenting a historical overview of trends in vocabulary research, this paper emphasizes the importance of word knowledge as a critical component in reading comprehension. It describes research examining current psychological and pedagogical models as they relate to vocabulary knowledge, and explores vocabulary research in the area of specific teaching strategies as it has grown out of previous vocabulary research findings. It then presents several teaching strategies that reflect an information processing orientation and describes semantic mapping and semantic feature analysis procedures, as well as other, more conventional vocabulary instructional strategies. (Author/FL)

ED214119 CS006535

Wilkinson, Louise Cherry; Spinelli, Francesca
Peers' Requests and Responses in Third-Grade Reading Groups.
Wisconsin Center for Education Research, Madison.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Report No-WCER-TR-584
Pub Date Nov 81
Grant-NIE-G-81-0009
Note-35p.; Report from the Program on Student Diversity and Classroom Processes: Interaction and Organization. Portions may not reproduce clearly.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Aptitude; Comparative Analysis; Grade 3; *Grouping (Instructional Purposes); Individual Differences; *Interaction; *Language Usage; *Peer Groups; Predictor Variables; Primary Education; Questioning Techniques; *Reading Ability; Reading Achievement; Reading Instruction; Reading Research; *Student Reaction
A study investigated 35 third grade students' requests and responses in their reading groups to determine (1) whether peer instructional groups designed to differ according to reading ability do, in fact, differ on measures of reading achievement; (2) how the processes of interaction, particularly requests and responses, differ in these groups; (3) whether individual differences exist in both reading achievement and the use of requests and responses, and whether they remain stable over a school year; and (4) whether certain aspects of requests predict if appropriate responses will be obtained. The subjects were administered standardized reading achievement tests and tests of language knowledge. Six samples of peer interaction were videotaped in seven homogeneous reading groups in the fall and spring of one school year. The results showed that the ability groups differed in reading achievement, and that these differences remained stable throughout the year. In addition, the groups were found to differ in their requests and responses, and these differences also remained stable over the year. Finally, certain aspects of requests did predict obtaining appropriate responses. It was concluded that the quality of interaction in peer-directed reading groups of different ability levels varies through the children's use of language. (FL)

ED214120 CS006536

Otto, Wayne; And Others

A Technique for Improving the Understanding of Expository Text: Gloss (Part 1); Examples of Gloss Notation (Part 2).

Wisconsin Center for Education Research, Madison.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Report No-WCER-TP-96
Pub Date Nov 81
Grant-NIE-G-81-0009
Note-164p.; Report from the Program on Studies in Language: Reading and Communication. Part 2 may be marginally legible.
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Cognitive Processes; Elementary Secondary Education; Prior Learning; *Reading Comprehension; Reading Improvement; *Reading Instruction; *Reading Processes; Reading Research; Reading Skills
Identifiers-*Glossing; *Reading Strategies

The procedures described in this report are designed to help students both develop and apply effective behaviors for understanding expository text by means of gloss--a technique that involves the use of marginal notes and other intratext notations to direct readers' attention to places in the text where the application of specific skills and strategies would aid comprehension. The first part of the report discusses skills and strategies in reading comprehension, including prior knowledge, organization, and comprehension monitoring, and provides guidelines for glossing and an introduction to the subsequent examples. The second part of the report provides several examples of gloss notation. (HTH)

ED214121 CS006538

Holmes, Betty C.

The Effect of the States of Prior Knowledge on Question Answering.

Pub Date Dec 81
Note-30p.; Paper presented at the Annual Meeting of the National Reading Conference (31st, Dallas, TX, December 2-5, 1981).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Academic Aptitude; Grade 5; High Achievement; Intermediate Grades; Low Achievement; *Prior Learning; Questioning Techniques; *Reading Ability; *Reading Comprehension; *Reading Research; *Student Reaction
Identifiers-*Reading Strategies

A study was conducted to gain insight into the question answering abilities of good and poor readers by comparing how well they answered questions when their prior knowledge was at two different levels (high, low) and in four different states. These states of prior knowledge consisted of the ways in which answers to the questions were stored in the reader's memory before a text was read--accurately, inaccurately, incompletely, or not at all. Subjects were 56 fifth-grade students of equivalent intelligence but varying in reading ability and level of prior knowledge. To identify the prior knowledge level of the students, an experimenter-designed assessment instrument--intended to tap all information from the passages that was required to answer experimenter-designed comprehension questions--was administered. The subjects read passages that had been prepared on two different topics and at three different levels of difficulty, and then responded to the comprehension questions concerning the passages. The results showed that the poor readers did not use a large store of background knowledge to the same advantage as did the good readers. The poor readers' prior knowledge seemed to help only in answering verbatim and paraphrased questions when the answers were already stored accurately. The poor readers were not using their prior knowledge for in-depth processing of text or for completing a framework with new information. (FL)

ED214122 CS006539

Guttinger, Hellen I., Ed.
A Classroom Teacher's Guide to Reading Improvement in Middle School Social Studies. Revised Edition. Resource Monograph No. 17.
Florida Univ., Gainesville. P. K. Yonge Lab. School.
Pub Date 77
Note-156p.
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Class Activities; *Classroom Techniques; *Content Area Reading; Critical Reading; Junior High Schools; Middle Schools; Reading Comprehension; Reading Improvement; *Reading Instruction; Reading Skills; *Social Studies; *Study Skills; Teaching Guides; *Vocabulary Development

The reading improvement activities in this handbook are intended for use by middle school social studies teachers. Focusing on study skills, vocabulary development, and comprehension development, the activities include (1) surveying social studies texts and content area reading materials, (2) outlining, (3) spelling, (4) syllabication, (5) word recognition, (6) using synonyms, (7) understanding the main idea of a text, (8) remembering details, (9) determining the sequence of events stated in a text, and (10) making inferences from texts. Many of the descriptions of these activities include samples of teacher planning sheets and master copies of student worksheets. The appendixes contain additional advice and materials that social studies teachers can use to develop their students' content area reading skills. These items include a dictionary of word parts, directions for constructing "magic slates" and electric quiz boards, a list of reading skills that are needed in social studies instruction, the Fry and the SMOG readability formulas and directions for their use, a five-part strategy for word attack, hints on accenting and syllabication, and suggestions for "selling" books in social studies classrooms. (RL)

ED214123 CS006540

Brock, Lucy, Ed.
A Classroom Teacher's Guide to Reading Improvement in Middle School Science. Resource Monograph No. 19.
Florida State Dept. of Education, Tallahassee.; Florida Univ., Gainesville. P. K. Yonge Lab. School.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date 79
Note-134p.
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Classroom Techniques; *Content Area Reading; Critical Reading; Junior High Schools; Middle Schools; Reading Comprehension; Reading Improvement; *Reading Instruction; Reading Skills; *Science Instruction; *Study Skills; Teaching Guides; *Vocabulary Development

The reading improvement activities in this handbook are intended for use by middle school science teachers. Focusing on study skills, vocabulary development, and comprehension development, the activities include (1) surveying science texts and science content area reading materials, (2) outlining, (3) spelling, (4) syllabication, (5) word recognition, (6) using synonyms, (7) understanding the main idea of a text, (8) remembering details, (9) determining the sequence of events stated in the text, and (10) making inferences from texts. Many of the descriptions of these activities include samples of teacher planning sheets and master copies of student worksheets. The appendixes contain additional advice and materials that science teachers can use to develop their students' content area reading skills. These items include a dictionary of word parts, a list of the reading skills needed in science instruction, the Fry and the SMOG readability formulas and directions for their use, a five-part strategy for word attack, and hints on accenting and syllabication of science vocabulary. (RL)

ED214124 CS006541

Siders, Mary B.; Sledjeski, Stephen

How to Grow a Happy Reader: Report on a Study of Parental Involvement As It Relates to a Child's Attitudes and Achievement in the Acquisition of Reading Skills. Research Monograph No. 27.

Florida Univ., Gainesville. P. K. Yonge Lab. School.
Pub Date Sep 78
Note-81p.; For related document see ED 155 597.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Elementary Education; *Parent Child Relationship; *Parent Participation; Parent Teacher Cooperation; *Reading Attitudes; Reading Habits; *Reading Improvement; Reading Instruction; *Reading Programs; *Reading Research

A study was conducted to determine whether a home based parent involvement reading program would (1) increase the frequency with which parents engaged in reading activities with their children, and (2) improve the children's reading attitudes and achievement. Divided into experimental and control groups, 240 7- and 8-year-old children were pretested for reading attitudes and achievement, and their parents were pretested for frequency of home reading activities. The parental involvement program was then implemented for the experiental group through distribution of a calendar of home reading activities, 1 month at a time for 7 months. The parents and children were then posttested. The results indicated that the frequency of home reading activities did not increase during the year. In those instances where student attitudes differed significantly, it was those students in the classes where home reading activities were emphasized who demonstrated gains when compared to those in the control group. Significant gains in reading achievement from pre- to posttesting were made by both groups, although the experimental group had the higher posttest scores. (A section of guidelines for engaging parents in cooperative relationships with the teacher and the school community is included, and appendixes contain the student and parent instruments from the study, and the calendar of reading activities from the parent involvement program.) (HTH)

ED214125 CS006542

Guttinger, Hellen I., Ed.

A Classroom Teacher's Guide to Reading Improvement in Middle School Language Arts. Revised Edition. Resource Monograph No. 18.

Florida Univ., Gainesville. P. K. Yonge Lab. School.
Pub Date 77
Note-166p.
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Class Activities; *Classroom Techniques; *Content Area Reading; Critical Reading; Junior High Schools; *Language Arts; Middle Schools; Reading Comprehension; Reading Improvement; *Reading Instruction; Reading Skills; *Study Skills; Teaching Guides; *Vocabulary Development

The reading improvement activities in this handbook are intended for use by middle school language arts teachers. Focusing on study skills, vocabulary development, and comprehension development, the activities include (1) surveying literary materials, (2) outlining, (3) spelling, (4) syllabication, (5) word recognition, (6) using synonyms, (7) understanding the main idea of a text, (8) remembering details, (9) determining the sequence of events stated in the text, and (10) making inferences from texts. Many of the descriptions of these activities include samples of teacher planning sheets and master copies of student worksheets. The appendixes contain additional advice and materials that language arts teachers can use to develop their students' reading skills. These items include directions for constructing "magic slates" and electric quiz boards, a dictionary of word parts, a list of reading skills needed in the language arts, the Fry and the SMOG readability formulas and directions for their use, a five-part strategy for word attack, hints on accenting and syllabication, and suggestions for "selling" books in language arts classrooms. (RL)

ED214126 CS006543

McGivern, Julie E.; Levin, Joel R.

The Keyword Method and Children's Vocabulary Learning: An Interaction with Vocabulary Knowledge.

Pub Date Apr 82
Note-20p.; Paper presented at the Annual Meeting of the International Reading Association (27th, Chicago, IL, April 26-30, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Associative Learning; Grade 5; Intermediate Grades; Learning Theories; *Mnemonics; *Prior Learning; Reading Instruction; *Reading Research; Recall (Psychology); *Vocabulary Development; *Vocabulary Skills; Word Recognition
Identifiers-*Keywords

A study explored a potential aptitude-by-treatment interaction associated with the keyword method of vocabulary acquisition. This method is a two-stage mnemonic process whereby an unfamiliar term is first transformed into a familiar concrete stimulus and then a thematic relationship is created between the transformed stimulus and the information associated with the original term. Subjects were 144 fifth grade students with either high or low levels of vocabulary knowledge who were randomly assigned either to one of three keyword instructional conditions that varied in the degree of structure provided or to a no-strategy control condition. All subjects were asked to learn 16 new vocabulary words. Results showed that all three variations of the keyword method facilitated students' vocabulary learning. However, aptitude-by-treatment interactions involving vocabulary knowledge materialized in such a way that the degree of keyword structure made far less difference for the high knowledge students than it did for the low knowledge subjects. In particular, when the students had to execute the dual components of the keyword method entirely on their own, low vocabulary knowledge students experienced considerably more difficulty than did the high knowledge students. (FL)

ED214127 CS006544

Sadoski, Mark C.

The Relationships between Student Retellings and Selected Comprehension Measures.

Pub Date Apr 82

Note-27p.; Paper presented at the Annual Meeting of the International Reading Association (27th, Chicago, IL, April 26-30, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Cloze Procedure; Cognitive Processes; Grade 5; Intermediate Grades; Learning Theories; *Measurement Techniques; *Miscue Analysis; Oral Reading; *Reading Comprehension; *Reading Research; *Recall (Psychology); *Test Validity

Identifiers-Schemata

A study examined the relationships between retelling--an indicator of reading comprehension obtained through a student's oral recall of a story--and three other indicators of reading comprehension representing various viewpoints in comprehension measurement: miscues, a post oral-reading cloze test, and a passage dependent multiple choice test. Forty-eight fifth grade students of diverse abilities read orally a complete basal reader story. A comprehension process (miscue) score was derived for each student, and the subjects were given the remaining comprehension tasks in counterbalanced order. Six research questions using multiple regression techniques were used to probe the relationships between these indicators and the students' subscores in the retelling format for stories as specified in the miscue analysis procedures. Additional analysis established a corroborative framework between the various indicators using correlations to establish concurrent and predictive validity. Factor analysis defined measurement levels in the data that were theoretically interpretable from a levels-of-processing perspective. The results suggested a degree of construct validity for the indicators used and yielded support for miscue theory and levels-of-processing theory in reading comprehension. (Appendixes contain tables of data and a copy of the comprehension questions used in the study). (Author/FL)

ED214128 CS006545

Berkoff, Mary Beth; Brennan, Patricia M.

Statement of Goals and Purposes: Earliest Learning Materials and Safety Education.

Pub Date Apr 82
Note-26p.; Paper presented at the Annual Meeting of the International Reading Association (27th, Chicago, IL, April 26-30, 1982).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Accident Prevention; Basal Reading; Behavior Modification; Childhood Attitudes; *Content Analysis; Primary Education; *Program Descriptions; Public Agencies; Public Education; *Reading Materials; *Safety Education; *Textbook Content

An analysis of the textbooks of five leading Midwest publishers revealed that (1) no safety measures were to be found in the regular basal reading textbooks; (2) safety was always treated as an extra, supplementary issue; (3) the opportunity to easily insert safety messages into regular texts and illustrations was overlooked; (4) the highly imaginative stories found in these books appealed to a child's use of imagination, but also reinforced the idea that risk and speed are magical; and (5) the illustrations in these textbooks were a prime resource that should be used to subtly suggest safety messages, but remain untapped. Safety behaviors can be learned only if children are provided with a concrete opportunity for genuine learning, not lectures. The traditional approach to safety has been ineffectual since safety has been taught in a supplementary fashion. It has been dutifully lectured at children, and children daily view crash scenes on television and in their books in which no one ever gets hurt. Consistent with the belief that behaviors are formed at an early age, the Accident Prevention Program of Chicago has addressed and been actively involved in providing effective legislation and media programs to the community to prevent disabling accidents. Their efforts thus far have included public service announcements, the insertion of safety messages into children's television programing, community workshops, safety conferences, information resources for schools, and support to legislative efforts consistent with their goals. (HOD)

ED214129 CS006547

Omanson, Richard C.; And Others

Modeling the Effects of Reading Lessons on Text Processing.

Pub Date Mar 82
Note-33p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Advance Organizers; Classroom Techniques; Comparative Analysis; *Directed Reading Activity; Grade 3; *Models; Primary Education; *Reading Comprehension; *Reading Instruction; *Reading Processes; *Reading Research; Teaching Methods
Identifiers-*Prose Learning; Reading Strategies

A study evaluated the effectiveness of various models constructed to account for how children read and comprehended a story presented in a directed reading lesson. A commercial directed reading lesson was revised to introduce information related to the story and to help the children form a "map" of the central story content. Data were collected from 48 third grade students, who were matched for reading performance and placed in one of two groups that participated in either the commercial lesson or its revised counterpart. A description of the way in which the components of the commercial and the revised lessons influenced story processing was provided through modeling techniques. The models, which assumed that different aspects of the lessons were utilized during reading, were fit to the children's recall of the lesson story. Through comparison of the fit of these models it was found that (1) the revised lesson exerted a greater influence on processing than did the commercial lesson; (2) the points at which the revised lesson made direct contact with the story exerted a greater influence on processing than did the points at which only indirect contact was made; and (3) the questions following each segment of the story and the preparation before the story of the revised lesson exerted greater influence on processing than did other lesson components. (RL)

ED214130 CS006548

Schorr, Frances

Comprehending Procedural Instructions: The Influence of Metacognitive Strategies.

Pub Date Mar 82
Note-18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adults; Cognitive Processes; College Students; Discovery Processes; *Metacognition; *Pictorial Stimuli; *Reading Comprehension; *Reading Research
Identifiers-*Comprehension Monitoring; *Direction Following; Reading Strategies

A study was undertaken to delineate and assess the comprehension monitoring activities adults employed when following directions to assemble a model. The study also examined the effects of mode of presentation on such activities. Twenty-six college students were assigned to one of three groups and given a model to assemble. One group received directions consisting of illustrations without text, one group received directions consisting of text without illustrations, and one group received instructions composed of both text and illustrations. The subjects were also given a sheet depicting the various parts of the model and the names of the parts. Half of the students were asked to verbalize as they worked, while half were asked only to think about what they were doing. The results indicated differences in monitoring activities in the students, suggesting that the activities could be categorized in a taxonomy of metacognitive strategies. The relationship between those strategies and the effectiveness of performance, however, was not clear. Subjects in the text only and illustration only conditions used both a greater variety and a greater number of strategies than did those in the illustration and text condition but this did not seem to lead to the most efficient performance. (Copies of the instructions are appended.) (FL)

ED214131 CS006549

Langer, Judith A.

Computer Technology and Reading Instruction: Perspectives and Directions.

Pub Date [82]
Note-26p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Computer Assisted Instruction; *Computer Literacy; *Computer Programs; Educational Cooperation; *Educational Needs; Educational Technology; Elementary Secondary Education; *Reading Instruction; *Reading Processes

Considering what is known about computers, reading strategies, and cognitive theory, there is no doubt that computer technology has the potential to make a difference in schools. However, program development and school site implementation need careful guidance from educators and researchers who are knowledgeable about process research, aware of school needs, and sensitive to school conditions. Instructional use of computer technology is presently limited in scope, haphazardly organized and administered, and accompanied by software that does not reflect current knowledge of the reading process. Many teachers and administrators are uncomfortable with computer technology and are uncertain about its ability to benefit school programs. If the issues of implementation and acceptance are not addressed jointly by educators and the computer industry, innovative learning experiences and computer literacy may be accessible only to select groups--increasing, rather than helping to eliminate, equity problems in both school and society. (HOD)

ED214132 CS006550

Mead, Nancy A.; Kalk, John M.

The Relationship between Reading Related Background Variables and Comprehension Achievement: A Secondary Analysis of the 1979-80 Reading/Literature Assessment Data.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date 3 Dec 81
Grant-NIE-G-80-0003
Note-159p.; Paper presented at the Annual Meeting of the National Reading Conference (31st, Dallas, TX, December 2-5, 1981).
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Educational Assessment; Language Usage; *Predictor Variables; *Reading Achievement; *Reading Comprehension; Reading Habits; Reading Interests; Reading Research; Television Viewing; Test Interpretation; *Test Results
Identifiers-*National Assessment of Educational Progress; *Second Literature Third Reading Assessment (1980)

Drawn from data generated by the reading and literature assessment conducted by the National Assessment of Educational Progress (NAEP) in 1979-80, this paper focuses on responses to comprehension exercises developed for that assessment. The paper presents the results of a series of exploratory secondary analyses of one age 13 exercise booklet in order to investigate the relationship between reading-related background variables (such as time spent reading, watching television, and doing homework; frequency and type of reading in spare time; language usage in the home; and amount of reading material in the home) and comprehension achievement. In addition, the paper describes how the analyses were conducted using the public-use data tapes produced by NAEP and discusses problems in using NAEP data. Appendixes contain actual programs used to generate the analyses and excerpts from the computer output. Primary type of information provided by report: Results (Secondary Analyses) (Interpretation). (FL)

ED214133 CS006552

Jackson, Nancy Ewald; Cleland, Lynne Nelson
Skill Patterns of Precocious Readers.
Pub Date Mar 82
Note-23p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academically Gifted; Beginning Reading; Cognitive Processes; *Early Reading; Kindergarten; Primary Education; *Reading Ability; Reading Instruction; *Reading Research; *Reading Skills
Identifiers-*Precocious Learners
A study investigated the top-down and bottom-up reading skill patterns of 34 kindergarten children who, as precocious readers, were reading at or above the third grade level. The children were administered the reading comprehension subtest of a standardized achievement test, five subtests on an intelligence measure, and a battery of reading skills tasks. A preliminary analysis of the results indicated no substantial or statistically reliable correlations between scores on the general comprehension measure and any of the skill measures. This finding suggests that there are many different specific skills on which a precocious reader can draw in such a testing situation; thus no one skill would be associated with success on the comprehension measure. The possiblity of identifying separable sets of top-down and bottom-up reading skills in precocious readers was reduced by the relatively high correlations between the two sets of measures. The data suggest, however, that precocious readers may be more flexible than less able readers in capitalizing on skills that are well developed in order to compensate for areas of relative weakness. (FL)

ED214134 CS006553

Athey, Irene

Reading Research Synthesis: Problems and Challenges.

Pub Date Mar 82
Note-16p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Graduate Study; Higher Education; *Literature Reviews; Reading Instruction; *Reading Research; *Research Methodology; *Synthesis

Among the advantages of a well-written review of the reading research literature are that it lays down the framework of the topic for the reader and provides exercise for both the synthesizer and the reader in integrating widely scattered, incompatible research findings. These benefits are intimately related to the problems in such syntheses, such as the limitations and loopholes of a computer data base search and the fallibility of the researcher's judgment, selection, and classification systems. Much writing and rewriting of the research review are required to ensure clarity, sustained interest, and balance. Most of what takes place in developing a research synthesis is descriptive, rather than prescriptive. Research synthesis, however, should play a prominent role in the prescriptive domain in order to provide both the descriptions of reading behavior and the design for changing that behavior through educational practice. Recommendations based on such syntheses should generate more confidence in their scientific underpinnings than do single studies. Such reviews appear infrequently in the reading research literature because few students receive systematic training in conducting research syntheses and because such work tends to be undervalued in comparison with "pure" research. (HTH)

ED214135 CS006554

Tassopulos, Joan M.

The Relationship of Maternal Inputs and SES to Reading Achievement in Black Families.

Pub Date Mar 82

Note-13p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Black Mothers; *Black Youth; Elementary Education; Expectation; *Mother Attitudes; Parent Child Relationship; *Parent Influence; Predictor Variables; Reading Ability; *Reading Achievement; *Reading Research; Socioeconomic Status

To better understand the effects of the family on the reading achievement of black children, a study examined the relative influence of specific maternal variables and the family socioeconomic status (SES) on reading achievement. A total of 31 mother-child dyads were selected from a university reading clinic, with the children aged 7 through 11 years. The children were given two reading tests and an intelligence test, and their mothers were individually interviewed to gather information on family characteristics and background and the mothers' estimates and expectancies of their children's reading ability. The mothers also completed an attitude scale. A multiple regression model was employed to determine the joint and unique contributions of the family variables to reading achievement. The input variables included the mother's nonacceptance of the child, her predictions and her expectations of the child's grade level in reading, and the family SES. To control for the effects of ability, the Peabody Picture Vocabulary test was administered to the students. The resulting data indicated that the maternal subset of variables significantly and nontrivially accounted for a substantial amount of the variation in reading achievement. Further, the amount of variation accounted for by the maternal composite was far greater than that accounted for by SES. (HTH)

ED214136 CS006555

Varnhagen, Connie K.; And Others

Individual Differences in Comprehension of Multiple Episode Stories.

California Univ., Santa Barbara.
Pub Date Mar 82
Note-19p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Aptitude; Cognitive Processes; Elementary Education; Grade 3; Grade 5; *Individual Differences; *Listening Comprehension; *Reading Comprehension; Reading Instruction; *Reading Research; *Recall (Psychology); Story Reading; Structural Analysis (Linguistics)
Identifiers-Embedding (Grammar); *Reading Strategies; Schemata; *Text Structure

A study investigated children's recall and representation for multiple episode stories differing in terms of goal structure. Subjects were 36 third and fifth grade students reading below grade level, and 48 students from the same grades who were identified as average readers. The students read or listened to stories containing embedded and sequential goal structures. Comprehension was assessed through recall and "why" questions. Results showed that average fifth grade readers had greater recall than did the third grade and less skilled readers. The older, more skilled readers' representations tended to resemble the hypothesized goal structures, while the younger and less skilled readers' representations for both goal structures contained embedded goals. (FL)

ED214137 CS006556

Daniel, Mark

Vocabulary-Test Errors and Word Learning. Technical Report 1981-8.

Johnson O'Connor Research Foundation, Boston, MA.
Pub Date Dec 81
Note-25p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adults; *Error Analysis (Language); Evaluation Criteria; *Language Acquisition; *Learning Theories; Reading Instruction; *Reading Research; *Validity; *Vocabulary Development; Vocabulary Skills

Vocabulary test errors made by people with varying levels of vocabulary knowledge might give information about the stages involved in learning a word's meaning. A study used such data to evaluate Johnson O'Connor's proposal that word learning involves four stages and that each stage is characterized by a type of confusion (a mislead). In the first or "look alike" stage, people tend to confuse a word with other words similar in sound or appearance, while in the second or "context" stage, people tend to confuse a word with others in the same setting. In the third stage, one might have a greater knowledge of word meaning, but confuse it with its exact opposite, or antonym. The last or close stage would involve fine shades of meanings of a word. Subjects were 326 adults who took a 150-item vocabulary test that included examples of each of the four O'Connor categories. The results showed only a small degree of relationship between mislead categories and vocabulary level, and did not support the O'Connor proposal regarding the way misleads are ordered. (FL)

ED214138 CS006557

Gima, Shinye

The Effects of Word Potency, Frequency, and Graphic Characteristics on Word Recognition in the Parafoveal Field.

Pub Date Mar 82

Note-67p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Cognitive Processes; College Students; Eye Movements; Eyes; Higher Education; Learning Theories; Reading Processes; *Reading Research; Tachistoscopes; *Visual Perception; *Word Frequency; *Word Recognition

Identifiers-*Eye Structure; *Word Potency

A study investigated the theory that the affective dimension of words can have a significant effect on the process of word recognition. Specifically, the study examined whether word potency (the emotional impact of a word), frequency, and certain graphic characteristics affected word recognition in the parafoveal field under very brief exposure conditions. High potency words were paired with neutral words (1) matched in frequency, word length, and graphic considerations, (2) separated by six spaces, and (3) presented on tachistoscopes to the subjects at exposures too brief for eye movements to occur. Subjects, 92 college students, were assigned to either a control group that saw word pairs of neutral words only, or to an experimental group that saw word pairs with potent words and neutral words. The results showed that word potency was a significant variable, but that under the experimental conditions of brief exposures and parafoveal location, graphic considerations were also significant variables in word recognition. (FL)

ED214139 CS006558

Clewell, Suzanne; Haidemenos, Julie

Organizational Strategies to Increase Content Area Learning: Webbing, Pyramiding, and Think Sheets.

Pub Date Apr 82

Note-14p.; Paper presented at the Annual Meeting of the International Reading Association (27th, Chicago, IL, April 26-30, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Cognitive Processes; *Content Area Reading; Elementary Secondary Education; *Organization; *Reading Comprehension; *Reading Instruction; *Retention (Psychology); Study Skills; *Teaching Methods

Identifiers-Prose Learning; *Reading Strategies; Schemata; *Text Structure

A review of schema theory and memory research shows how the organization of text can affect comprehension and how three reading strategies can aid in improving student understanding of content area materials. The three strategies that help students remember information from the author's point of view are webbing, pyramiding, and think sheets. They all highlight superordinate ideas and show how ideas relate to each other. The first strategy, webbing, is a graphic way to show important relationships defining the text structure. In a web diagram, the center of the web includes the topic or main ideas, while the spokes contain the related ideas. The second strategy, pyramiding, organizes information in a bottom-to-top processing model that groups information according to details, middle-level ideas, and main ideas. The third strategy involves the development of a think sheet for a specific expository passage. The think sheet, a "purpose setter" derived from chapter titles, headings, and subheadings, allows students to be aware of the need to set purposes for gaining information as they complete reading assignments. Think sheets serve as frameworks for predicting what information may be included in a passage, section, or chapter. (Practical instructional suggestions are offered for using these strategies.) (RL)

ED214140 CS006559

Crismore, Avon

An Examination of the Content Area Reading Inservice Program at Fort Wayne Community Schools.

Pub Date [80]
Note-40p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Content Area Reading; *Inservice Teacher Education; Program Descriptions; *Program Effectiveness; *Program Evaluation; Reading Instruction; *Reading Programs; Secondary Education

Noting the increasing recognition being given to the importance of content area reading, this paper describes an inservice education program designed for content area secondary school teachers in the Fort Wayne, Indiana, school system as a possible model for other school districts to adopt. The first section of the paper describes the program, giving information about its background, theoretical bases, objectives, assumptions, and instructional procedures. The second section evaluates the program as to its success in meeting criteria for inservice programs and in helping students learn from content area texts, while the concluding section examines the impact of the program on both local and state levels. (FL)

ED214141 CS006562

Mountain, Lee

Releasing the Remedial Reader's Creative Power.

Pub Date 81

Note-12p.; Paper presented at the Annual Meeting of the International Reading Association (26th, New Orleans, LA, April 27-May 1, 1981).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Ballads; *Creative Dramatics; *Creative Thinking; Creative Writing; Creativity; Elementary Secondary Education; Fiction; *Pantomime; Reading Games; *Reading Instruction; *Remedial Reading; *Student Motivation; Teaching Methods

Identifiers-*Branched Fiction

Remedial readers may be given opportunities to be creative through three approaches: inventiveness games, branched fiction, and pantomime and creative dramatics. Inventiveness games can stimulate creative thinking and serve as a launching pad for creative writing activities. In branched fiction, the story works up to a cliffhanger situation and then offers the remedial reader choices about how the story will continue. The reader controls the plot and creates the story by the choices available. Branched stories also have a positive effect on the attention, interest, and comprehension of remedial readers. Their format promotes creative reading. Pantomime practice enables the readers to develop their powers of creativity, to use body English for projecting certain ideas, to gain confidence about doing things in front of a group, and to "act out" new words. The use of popular ballads in creative dramatics offers remedial readers an opportunity to listen to the words, read along, and act out the story. They are then ready to write their dramas based on the ballad and, in accordance with the language experience approach, they can read what they have written. (Various activities are presented under each of the approaches discussed.) (HOD)

ED214142 CS006563

Blass, Rosanne J.

Nurturing the Roots of Literacy.

Pub Date [80]
Note-12p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Beginning Reading; Child Development; *Child Language; Classroom Techniques; *Language Acquisition; *Language Processing; *Learning Activities; Literacy Education; *Metacognition; Oral Language; Primary Education; Reading Instruction; Reading Processes; Written Language
Identifiers-Reading Writing Relationship

Reflecting the work of Yetta Goodman on child language development, this paper examines Goodman's five "roots of literacy" and offers suggestions on classroom techniques for nurturing these roots. The first half of the paper explains how Goodman identified the roots of literacy and describes each of them, including (1) print awareness in situational context, (2) print awareness in connected discourse, (3) functions and forms of print, (4) use of oral language to talk about written language, and (5) metacognitive and metalinguistic awareness about written language. The second half of the paper describes learning activities that teachers may use to nurture the child's developing roots of literacy and to facilitate the development of cognitive clarity, which seems to be a prerequisite for successful reading. (RL)

ED214143 CS006564

Kahn, Michael

Classroom Questioning Techniques: The T.V. Taxonomy of Questions.

Pub Date 17 Jul 81
Note-10p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Classification; Classroom Communication; Cognitive Development; Cognitive Processes; Content Area Reading; *Critical Reading; *Critical Thinking; Elementary Secondary Education; *Questioning Techniques; *Reading Instruction; Teacher Role

The T.V. Taxonomy of Questions was developed for use by teachers who wish to stimulate their students' critical thinking skills, but who find the terminology of existing skill taxonomies both confusing and elusive. This taxonomy consists of six levels of questions. Each level is given the name of a television program reflecting how the student thinks and is accompanied with a list of the subskills or cognitive processes used at that level. The six levels, ranging from low to high levels of cognitive stimulation, are as follows: (1) "My Mother the Car," types of questions that require students to think on a literal level; (2) "The 11:00 News," questions that require students to reorganize known material and put it into their own words; (3) "In Search Of," questions that require students to speculate on possible conclusions based on educated guesses; (4) "Columbo," questions that ask students to weigh information and draw conclusions about its validity; (5) "The French Chef," questions requiring students to apply and transfer information from one situation to another; and (6) "The Super Bowl," questions that require students to be involved in the answers. (FL)

ED214144 CS006565

Warjanka, Irene

Differential Effect of Length of Day on Kindergarten Readiness.

Pub Date Apr 82
Note-30p.; M. A. Thesis, Kean College of New Jersey.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Achievement; Academic Aptitude; Early Childhood Education; Educational Research; *Extended School Day; *Kindergarten; Learning Disabilities; *Learning Readiness; *Reading Readiness; *Skill Development; *Time Factors (Learning)

A study was conducted to determine how the length of the school day affects the academic achievement of kindergarten children who are deficient in readiness skill development (low performance in auditory memory, rhyming, letter recognition, visual matching, school language and listening, and quantitative language as measured by the Metropolitan Readiness Test). Subjects were 40 students who attended a regular half-session kindergarten program and 30 students screened as severely deficient in readiness skill development who attend an extended day program. At the end of six months, the students were given the Metropolitan Readiness test, the results of which indicated that the full-day participants had achieved the level of readiness skill development of the half-day participants. (HTH)

ED214145 CS006566

Kessler, Caren

Blue Ridge Technical College Adult Reading Project.

Blue Ridge Technical Coll., Flat Rock, NC.
Spons Agency-Appalachian Regional Commission, Washington, D.C.
Pub Date Jun 81
Note-41p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Adult Literacy; Higher Education; *Literacy Education; Program Content; *Program Development; Program Evaluation; *Reading Programs; *School Community Relationship; *Tutorial Programs
Identifiers-*Tutor Training

The development and implementation of a tutor training program designed to eliminate adult illiteracy in one area of North Carolina are described in this paper. Various sections of the paper provide information about (1) the history of the program, which was initiated by staff members at the learning center of the Blue Ridge Technical College in 1976; (2) funding and staffing of the project; (3) materials selection; (4) efforts to create community awareness of the project; (5) the tutor training program; (6) project management; and (7) the results of the project in terms of reading centers created, tutors trained, and students served. Appendixes contain job descriptions for various project personnel, lists of materials used in the project, lists of tutor resources, copies of the project budget for two separate years, a copy of the brochure announcing the project, a copy of the constitution of the Blue Ridge Literacy Council, and a copy of a tutor contact sheet. (FL)

ED214146 CS006567

Hubbard, Russ

Knowing and Caring Toward an Effective Social Studies Reading Program.

Pub Date Jan 82
Note-12p.; Paper presented at the Annual Meeting of the Claremont Reading Conference (49th, Claremont, CA, January 14-15, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Content Area Reading; Curriculum Development; Elementary Secondary Education; *Evaluation Criteria; Literature Appreciation; *Reading Material Selection; *Reading Programs; *Social Studies; Student Motivation; *Supplementary Reading Materials
Identifiers-*Learning Tree; Parks (Gordon)

Hundreds of suitable books are available to include in a reading program to supplement the prescribed social studies curriculum. Gordon Parks's book "The Learning Tree" reflects three criteria teachers should consider when selecting books for use in a supplementary reading program. First, the story has what one reader called "cool writing," that is, an uncondescending simplicity, characters with genuine depth, and a consistent point of view. Second, it generates introspection and thoughtful consideration, promoting discussion on values, alternative points of view, and content of past and current events. Third, the book gets the students involved in what they are reading and learning. Such involvement must come through the emotions, and textbooks tend to be dull as they provide only narrative, factual information. Supplemental reading, however, can convey much better the "reality" of the Great Depression, the Nazi concentration camps, or being under fire during battle. (HTH)

ED214147 CS006568

Trabasso, Tom; And Others

Causal Cohesion and Story Coherence.

Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date Mar 82
Grant-NIE-G-79-0125
Note-44p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982). Also funded by the Benton Foundation.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Coherence; *Cohesion (Written Compositic Connected Discourse; Discourse Analysis; Hypothesis Testing ation; *Reading Comprehension; *Reading Research; *Recall (Psych
Identifiers-*Causal Inferences; Schemata; Story *Text Structure; Textual Analysis

Based on the theory that a story's coherence depends directly on the causal cohesiveness of the story's individual nts, this paper describes (1) a process by which readers use causal reasoning to connect events, (2) what memory representations result from this reasoning, and (3) the implications of test data on causal reasoning. Following a definition of causality, including the features deemed necessary for judging the existence of a causal relation between two events, a general model for comprehension and inferences of relation between events is sketched. The application of this analysis to stories is then illustrated on a set of data used by N. Stein and C. Glenn in their 1979 study of children's comprehension and recall. The data show striking linear relations between degree of recall and the percentage of story events in the causal chain, thereby supporting the argument that memorability of a story depends upon causal cohesion among events. (RL)

ED214148 CS006571

Jonassen, David H.; Pace, Ann Jaffe

Comparison of Effects of Different Forms of Presentation on the Recall and Retrieval of Information.

Pub Date Mar 82
Note-21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Cognitive Processes; *Coherence; College Students; Higher Education; *Organization; *Reading Research; *Recall (Psychology)
Identifiers-*Prose Learning; *Text Structure

A study compared the relative effects of typographically cued or mapped text, intact text with signaling, and intact text without signaling on the recall and retrieval of information from prose passages. (Signaling, a noncontent aspect of prose, emphasizes certain aspects of the semantic content or points out aspects of the structure of content.) Sixty college students were randomly assigned to one of 12 experimental groups that read one passage for recall (responding to 12 questions without referring to the text) and then another passage for retrieval (responding to questions by referring to the text). The types of passage read (nonsignaled, signaled, or mapped) and the order of presentation of two passages were completely counterbalanced. No main effects were significant in the analysis of scores on the retrieval task, although the signaled version produced significantly better performance on questions about intermediate-level information. Consistent with results of the work of B. Meyer and others, this study showed that signaling produced insignificantly better recall of information on probed recall tasks. The results raise questions about the current practice in the field of text design of using typographic and spatial cues to highlight text information. (RL)

ED214149 CS006572

Malmstad, Betty J.; And Others

The Social Construction of Reading Lessons: Insights into Social Reproduction.

Pub Date Mar 82

Note-20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Administrator Role; Case Studies; Classroom Communication; Classroom Techniques; Elementary Education; Ethnography; Interaction; *Parent Role; Program Effectiveness; *Reading Instruction; *Reading Research; *Remedial Reading; Social Background; *Student Teacher Relationship; Summer Programs; *Teacher Effectiveness; Teacher Role

An ethnographic study was conducted (1) to describe the interaction between students and teacher during reading lessons and the meanings these interactions have for both, and (2) to develop an understanding of how schooling contributes to the reproduction of social inequalities. The study involved daily observations of the ten third, fourth, and fifth grade upper middle class students enrolled in a five-week summer remedial reading program and their teacher. In addition, it involved informal interviews with the teacher and students and more formal interviews with the school's principal and the students' former teachers. The major conclusion of the study was that reading remediation did not occur to any great extent during the program. The observed lessons focused on language arts skills, with a heavy emphasis on written work with synonyms, antonyms, facts, and main ideas of a story. Little oral reading was observed. It appeared that remediation was not taking place because the students were deficient in many skills demanded by the tasks assigned them. They were asked to look up words they could not pronounce, to identify main characters and ideas in stories they could not read, and to read books beyond their reading levels. The study suggested that the teacher, who felt constrained by the need to cover skill areas listed by the students' former teachers, and the students, who felt they must do what the teacher assigned, and parents collaborated in socially constructing reading lessons doomed to failure. (FL)

ED214150 CS006573

Bachen, Christine M.; And Others

Television Viewing Behavior and the Development of Reading Skills: Survey Evidence.

Pub Date Mar 82
Note-49p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Correlation; Elementary Education; Family Influence; Grade 2; Grade 3; Grade 6; *Measurement Techniques; *Predictor Variables; *Reading Achievement; Reading Habits; *Reading Research; Reading Skills; Socioeconomic Influences; Television Research; *Television Viewing; Time Factors (Learning)

A study was undertaken to explore the processes underlying the relationship between television viewing and reading achievement. Subjects were 580 second, third, and sixth grade students from nine schools in four different geographical regions in order to provide a cross-section of students in terms of socioeconomic status (SES), urban/rural environment, and racial and ethnic background. The subjects kept television viewing logs for seven days and then completed an extensive questionnaire eliciting demographic information, television viewing and reading habits, and school behavior information. Path analysis was then used to chart connections between the subjects' SES, home environment, amount of television usage, and cognitive involvement and their television and reading achievement. Results showed that (1) reading abilities are dependent upon more than just the formal instruction offered by schools, (2) certain orientations toward reading or television can augment the effects of the amount of reading or viewing a child does, and (3) it is possible to locate an orientation within the television sequence that positively predicts reading achievement, with cognitive involvement with television representing skills that parallel those necessary for good reading in sixth grade students. (FL)

ED214151 CS006575

The Teaching of Test Taking Skills-Grade Three. Revised Edition.
Prince George's County Public Schools, Upper Marlboro, Md.
Report No-PGIN-7690-1536
Pub Date 81
Note-70p.; For related documents see CS 006 576-578.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Classroom Techniques; Grade 3; Lesson Plans; Primary Education; Reading Instruction; *Reading Skills; *Teacher Role; Teaching Guides; *Testing; *Test Wiseness; Writing Exercises

The information and activities in this guide are offered to teachers who want to help their third grade students develop test taking skills. The introductory sections of the guide discuss test wisdom, the characteristics of third grade students, the teacher's role in testing programs, elementary words and terms, directional words and phrases for written assignments, a breakdown of the Dolch Basic Word List by educational levels (preprimer through grade three), and do's and don't's of test taking for third grade students. The bulk of the guide contains teacher notes and lesson plans for practicing test taking techniques. The lesson plans include work on test vocabulary, using test answer sheets, types of test questions (such as true-false, completion, word set relationships, and multiple choice), practice in recognizing printed mistakes, reading comprehension, and skimming reading materials to find key words. Also included in the guide are samples of answer sheet forms, supplementary exercises for functional reading, and a list of references. (RL)

ED214152 CS006576

The Teaching of Test Taking Skills, Fifth Grade Level. Revised Edition.
Prince George's County Public Schools, Upper Marlboro, Md.
Report No-PGIN-7690-1532
Pub Date 81
Note-114p.; For related documents see CS 006 575-578.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Capitalization (Alphabetic); *Classroom Techniques; Grade 5; Intermediate Grades; Lesson Plans; Mathematics; Punctuation; Reading Instruction; *Reading Skills; Spelling; *Teacher Role; Teaching Guides; *Testing; *Test Wiseness; Vocabulary; Worksheets; Writing Exercises

The information and activities in this guide are offered to teachers who want to familiarize their fifth grade students with test taking techniques. The introductory sections of the guide discuss the types of tests administered to fifth grade students, test wisdom in general, characteristics of fifth grade students, the teacher's role in testing programs, and skills for answering specific types of questions. The remainder of the guide contains worksheets that provide a variety of test formats and practice in many test taking techniques. The worksheets include items on test vocabulary, reading comprehension, content vocabulary, language expression, spelling, capitalization, punctuation, map skills, reading skills for interpreting graphs and tables, skills for reading reference materials, and mathematical computation, concepts, and applications. Answer keys and answer sheet forms for test samples are provided. (RL)

ED214153 CS006577

The Teaching of Test Taking Skills, Grades 7 and 9.
Prince George's County Public Schools, Upper Marlboro, Md.
Report No-PGIN-7690-1536
Pub Date 78
Note-70p.; For related documents see CS 006 575-578.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Classroom Techniques; Grade 7; Grade 9; Junior High Schools; Lesson Plans; Reading Instruction; *Reading Skills; Second Language Learning; *Study Skills; *Teacher Role; Teaching Guides; *Testing; *Test Wiseness; Writing Exercises

The information and activities in this guide are offered to teachers who want to assist junior high school students in developing test taking skills. The introductory sections discuss test wisdom, give advice to teachers about testing, provide tips to students on test taking skills, offer practice sheets on completing test forms, and define vocabulary that is commonly found in tests (such as summarize, compare, contrast, and characterize). The remainder of the guide contains lesson plans for teaching the following test taking skills: (1) recognizing printed mistakes and spotting errors; (2) differentiating proper and improper language usage; (3) categorizing; (4) skimming and finding the main idea; (5) answering specific types of questions, such as true-false, completion, matching, and multiple choice; and (6) utilizing time effectively. A list of skills for taking foreign language tests, answer keys to the lessons, samples of answer sheets, and a list of references are also provided. (RL)

ED214154 CS006578

Guidelines for the Teaching of Test Taking Skills--Senior High.
Prince George's County Public Schools, Upper Marlboro, Md.
Report No-PGIN-7690-1543
Pub Date 80
Note-34p.; For related documents see CS 006 575-577.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Classroom Techniques; High Schools; Lesson Plans; Reading Instruction; *Reading Skills; Student Attitudes; *Teacher Role; Teaching Guides; *Testing; *Test Wiseness; Writing Exercises

The information and activities in this guide are intended to help teachers provide senior high school students with assistance in test taking skills. The activities described in the guide focus on the development of positive attitudes toward testing, an understanding of the reasons for tests, and creating environments conducive to successful test taking. Sections of the guide discuss (1) the kinds of tests senior high school students take, including descriptions of specific, system-wide standardized tests like the Comprehensive Tests of Basic Skills; (2) teacher attitudes for effective instruction in test-taking skills; (3) the things teachers can do to prepare for test administration; (4) student preparation for taking tests; (5) a list of common key words used in essay questions, with explanations for advice on how to respond to them as directions. Appendixes contain samples of test answer sheets, a selected bibliography on tests and test wiseness, a school self-evaluation form for improving student test-taking skills, and a teacher check list on test administration and student preparation for taking tests. (RL)

ED214155 CS006579

Fuchs, Lynn; And Others

Reliability and Validity of Curriculum-Based Informal Reading Inventories.

Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.
Spons Agency-Office of Special Education (ED), Washington, D.C.
Report No-IRLD-RR-59
Pub Date Oct 81
Contract No-300-80-0622
Note-41p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Elementary Education; *Informal Reading Inventories; Reading Comprehension; *Reading Instruction; *Reading Research; Reading Tests; *Testing Problems; *Test Reliability; *Test Validity; Word Recognition

A study was conducted to explore the reliability and validity of three prominent procedures used in informal reading inventories (IRIs): (1) choosing a 95% word recognition accuracy standard for determining student instructional level, (2) arbitrarily selecting a passage to represent the difficulty level of a basal reader, and (3) employing one-level floors and ceilings of performance to demarcate levels beyond which behavior is not sampled. Subjects were 91 elementary school students, representing a range of reading abilities. The students completed word recognition and passage comprehension tests and then individually read passages from each of the ten reading levels in the Ginn 720 and the nine levels of the Scott-Foresman Unlimited reading series. Correlational and congruency analyses of the resulting data supported the validity of the 95% word recognition accuracy standard, but raised questions about the reliability and validity of the passage sampling procedures and the use of one-level floors and ceilings of performance. The findings suggest that IRI procedures for selecting passages from basal readers and for sampling students' performance at instructional levels may have a negative effect on educational practice. Sampling over time and test forms is a more valid IRI procedure. (FL)

ED214156 CS006580

Cole, Jack N.

Limitations of the Tests in the Light of Recent Research in Reading and Learning: Problems, Possiblities, and a Program for Change.

Pub Date Apr 82
Note-42p.; Paper presented at the Annual Meeting of the International Reading Association (27th, Chicago, IL, April 26-30, 1982).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Educational Change; *Educational Needs; Elementary Secondary Education; Minimum Competency Testing; Reading Comprehension; *Reading Instruction; *Reading Research; *Reading Tests; Research Methodology; Standardized Tests; Test Construction; *Testing Problems; Test Use; Test Validity

Arguing that educational testing has not grown with the theory and knowledge base of the reading field, this paper cites the current configuration of testing as a major contributor to the instructional stagnation, methodological back-to-basics movement, and general lack of excitement and true innovation found in classrooms and schools today. The first section of the paper discusses what is actually tested by both norm referenced and criterion referenced tests. It also analyzes the weaknesses of minimum competency tests and details the impact that each of these weaknesses has on education. The second section of the paper examines factors that should be included in new assessment forms in terms of the research supporting them. These factors are grouped into two categories: (1) things it might be helpful to know about the learner when planning instruction, and (2) strategies that might be employed or taught to the reader in order to enhance comprehension. The third section of the paper offers a blueprint for changes in educational testing, with the school systems, test publishers, researchers at universities, legislatures, professional associations, media, parents, and producers of instructional materials sharing the responsibility for bringing about this change. (FL)

ED214157 CS006581

Parsons, James B.; Dillon, David

Towards a New Theory of Reading Instruction.

Pub Date Apr 82

Note-18p.; Paper presented at the Annual Meeting of the International Reading Association (27th, Chicago, IL, April 26-30, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Educational Theories; Elementary Secondary Education; *Literature Appreciation; *Models; Reading Comprehension; *Reading Instruction; Reading Skills; *Teaching Methods

Identifiers-Hermeneutics; Schemata; Word Attack Skills

The orthodox view of reading instruction has generally emphasized instruction in three areas: emergent reading skills, word attack skills, and the analytic study of literature. A more powerful and appropriate model for reading instruction would retain the emergent reading skills and word attack skills and divide the study of literature into hermeneutic study and personal study. By expanding reading instruction to allow opportunities for hermeneutic and personal study, students can more constructively use reading to make sense out of and gain greater understanding of their lives. Such an expanded view also recognizes that the background the students bring to their reading can energize the interaction between writer and reader. (Appendixes include 15 differences between skills and psycholinguistic approaches to reading and an outline of important philosophical considerations in extending a reader's reading.) (HOD)

ED214158 CS006582

Feeley, Joan T.

Help for the Reading Teacher: Dealing with Limited English Proficient (LEP) Children in Classroom and Reading Center.

Pub Date Apr 82
Note-15p.; Paper presented at the Annual Meeting of the International Reading Association (27th, Chicago, IL, April 26-30, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Class Activities; Elementary Education; *English (Second Language); *English Instruction; Language Acquisition; Language Experience Approach; Language Skills; *Mainstreaming; Oral Language; *Reading Instruction; Reading Skills; *Second Language Learning; *Teaching Methods; Writing Skills
Identifiers-*Limited English Speaking

When working with limited English proficient (LEP) children who have been mainstreamed into regular elementary school classrooms, teachers must keep in mind that the first order of business is to help the students build a store of knowledge about English--how it sounds, what it looks like in print, and what it means. Teachers will discover that it is not necessary to wait until students can understand and speak English before introducing them to reading and writing in that language. All of the language processes support and clarify each other, but they must be developed in meaningful, full-context situations. The first reading materials should be oral dialogues learned and language experience stories developed through real classroom experiences. Next, the teacher should add repetitive stories and chants, songs, and poems to the repertoire. Listening to tapes while following along with a text and having many opportunities to write and compose will help LEP children to develop an understanding of the language for themselves. Classroom teachers and reading teachers who know language, know children, and know how to bring the two together in meaningful situations can go a long way in helping the LEP child move into the American mainstream. (FL)

ED214159 CS006590

Tovey, Duane R.

Teachers' Understanding of the Reading Process.

Pub Date Apr 82

Note-15p.; Paper presented at the Annual Meeting of the International Reading Association (27th, Chicago, IL, April 26-30, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Cognitive Processes; Elementary School Teachers; *Knowledge Level; Language Processing; Reading Instruction; *Reading Processes; *Reading Research; *Reading Teachers; *Teacher Attitudes

A study investigated the degree to which elementary school reading teachers understood the reading process. Thirty teachers were asked to respond to four questions: (1) Have you ever thought about what you do when you read? (2) Have you ever thought about how meaning is represented in written language? (3) When you are reading, what do you do when you encounter unrecognized or unknown words? and (4) Do you look at every word when you read? If the teacher responded affirmatively to questions 1, 2, and 4, he or she was asked several follow-up questions. Results showed that 13 of the teachers had never thought about what they do when they read; of those who said they had, a majority referred to reading as a process-oriented activity. Half of the teachers indicated that they had never thought about how meaning is represented in written language. The preferred means of dealing with unknown words was the processing of whole text, and 24 teachers thought it was unnecessary to look up every word that they did not know. The findings suggest that the teachers had not given much thought to the processing of written language, but that they intuitively knew quite a bit about the reading process from their own reading experiences. (FL)

ED214160 CS006593

Fox, Lynn H.; Durden, William G.
Educating Verbally Gifted Youth. Fastback 176.
Phi Delta Kappa Educational Foundation, Bloomington, Ind.
Report No-ISBN-0-87367-176-7
Pub Date 82
Note-43p.; Sponsored by the Johns Hopkins University Chapter.
Available from-Phi Delta Kappa, Eighth & Union, Box 789, Bloomington, IN 47402 ($0.75 non-member, $0.60 member).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Academically Gifted; *Creative Development; Elementary Secondary Education; Program Descriptions; Reading Skills; Speech Communication; Speech Skills; *Student Needs; *Talent Development; *Talent Identification; Teacher Selection; *Verbal Ability; Writing Skills

Noting that schools have long neglected the verbally talented student, this booklet is designed to stimulate educators first to identify such students and then to develop programs that will meet their needs. The first section of the booklet reviews a number of models that have been used to identify students gifted in reading, writing, foreign languages, and other curriculum areas. The second section discusses the Johns Hopkins Program for Verbally Gifted Youth, emphasizing its writing and etymologies components. The third section provides guidelines for implementing programs for the verbally gifted, including student selection criteria, teacher qualifications, and administrative roles. The fourth section sets forth criteria for selecting teachers for the program and lists the characteristics that are desirable in such teachers. The final section of the booklet stresses the need for

long-range planning and guidance for students in gifted programs. Appendixes contain lists of achievement tests that may be used to identify gifted students, names and addresses of people involved in Talent Search, and tests for use in identifying verbal talents, as well as a teacher checklist for creative writing. (FL)

ED214161 CS006594

Polin, Ruth M.
A Study of Preceptor Training of Classroom Teachers in Reading Diagnosis.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Report No-IRT-RS-110
Pub Date Nov 81
Contract No-400-81-0014
Note-48p.; Several pages may be marginally legible.
Available from-The Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824 ($3.50).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Elementary School Teachers; Inservice Teacher Education; Learning Problems; *Reading Diagnosis; Reading Difficulties; *Reading Research; *Skill Development; *Trainers; *Training Methods

A study investigated the effects of differing types of small group instruction on the diagnostic performance of classroom teachers who were inexperienced in reading diagnosis. Fifteen elementary school teachers were divided into three groups and trained for 40 hours by three different preceptors using differing approaches to the same model of reading. Each group gained experience in dealing with either real cases, simulated cases, or both, with instructor feedback, and each was instructed in the use of decision aids to guide interaction in the simulated cases. Student progress was monitored by means of a pretest, midtest, and posttest on a simulated case, and an additional posttest on a case not previously diagnosed. The students diagnosed the cases using a structured form and transferred their diagnoses to a checklist. Statistics were then run on agreement between each student and his or her preceptor, agreement among the students, and agreement among the preceptors. Results showed that student agreement with preceptor and with other students increased in all aspects of a diagnosis; however, transfer of skills to a new case was questionable. Appendixes contain copies of the subject instructions for training sessions, a diagnostic checklist, and an explanation of the statistical analysis used in the study. (FL)

ED214162 CS206736

Freedman, Aviva, Ed.; Pringle, Ian, Ed.
Reinventing the Rhetorical Tradition.
Canadian Council of Teachers of English.
Report No-ISBN-0-920472-02-8
Pub Date 80
Note-197p.; Collection of papers presented at the Annual Meeting of the Canadian Council of Teachers of English (12th, Ottawa, Canada, May 8-12, 1979).
Available from-National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 39876, $9.95 member, $11.40 non-member).
Document Not Available from EDRS.
Descriptors-Discourse Analysis; *Educational Theories; Elementary Secondary Education; Higher Education; Interdisciplinary Approach; Language Usage; Program Development; *Rhetoric; Sentence Combining; *Writing Instruction; *Writing Processes; *Writing Research
Identifiers-*Invention (Rhetorical); *Revision (Written Composition)
The 19 conference papers in this collection deal with the relationship of various rhetorical theories and their practical applications to the rhetorical traditions that they are superseding. The papers deal with many topics, including the following: (1) a multidisciplinary approach to writing instruction; (2) the importance of writing as a human activity; (3) Michael Polanyi and the contexts of composing; (4) the role of rhetoric in the classical trivium and the school tradition, and the need for a new trivium; (5) four important models of discourse; (6) disharmonies in the new rhetoric; (7) invention and the composing process at the postsecondary level; (8) writing style; (9) sentence combining; (10) the invention aspects of the revision process; (11) audience awareness; (12) problems related to the rhetorical concept of "ethos"; (13) the complexities of writing evaluation; (14) the development of a curriculum, based on recent research and theory, for a college-level composition program; and (15) an inservice program for teachers that draws on the new rhetoric. An epilogue expands on the conference theme of reinventing the rhetorical tradition. (FL)

ED214163 CS206761

Odell, Lee; Goswami, Dixie

Writing in Non-Academic Settings.

State Univ. of New York, Brooklyn. Downstate Medical Center.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date Sep 81
Grant-NIE-G-78-0224
Note-125p.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Adults; *Business Correspondence; Comparative Analysis; *Job Skills; *Research Methodology; Research Needs; *Technical Writing;

Writing (Composition); *Writing Processes; *Writing Research

A study examining the writing of adults who do not consider themselves professional writers but who must master a variety of types of writing in order to meet the day-to-day obligations of their jobs is described in this report. The introduction of the report offers an overview of the work and findings of the study, which was conducted at various governmental agencies to determine whether workers' intuitive distinctions among types of writing could be verified empirically. The introduction points out that one of the important outcomes of the study was the development of research procedures that can be used in nonacademic settings. The second section of the report explains and assesses one of the primary research procedures, discourse-based interviews. The third section presents the findings from the study of writing at a county social services agency. The final section reports the findings of a comparative study of work and school sponsored writing, and discusses the study's implications for teaching. Tables of findings illustrate the text. (HTH)

ED214164 CS206763

Olson, Gary A., Comp.
Proceedings of the Southeastern Writing Center Conference (2nd, University of Alabama, February 6, 1982).
Southeastern Writing Center Association.
Pub Date 6 Feb 82
Note-108p.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Cognitive Ability; Cognitive Development; Competency Based Education; Higher Education; *Remedial Instruction; *Staff Utilization; *Student Motivation; *Tutoring; *Writing Instruction; Writing Processes
Identifiers-*Writing Difficulties; *Writing Laboratories

Included in these proceedings are 11 essays by 12 specialists in the field of writing center administration. The first essay is the keynote address; the other essays are printed in the order in which they were presented at the conference. The papers discuss the following: (1) the writing center: a vision revisited; (2) from thought to word: learning to trust images; (3) providing practice and instruction in the writing center; (4) building cognitive skills for basic writers; (5) priorities and goals for the performance-based basic writer; (6) a practical approach to countering student resistance; (7) helping the reluctant student; (8) peer tutor training; (9) tutoring your tutors; (10) an innovative staffing program for writing centers; and (11) the benefits of tutorial work for tutors. (HOD)

ED214165

CS206764

Bridges, Charles William; And Others

From Bare Bones: Building a Training Program for Writing Teachers.

Pub Date Dec 79

Note-24p.; Paper presented at the Annual Meeting of the Modern Language Association (San Francisco, CA, December 1979).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*English Teacher Education; *Faculty Development; Guidelines; Higher Education; *Inservice Teacher Education; *Program Development; *Writing Instruction

The steps to be taken when organizing a training program for writing teachers are discussed in this paper. The following components are examined: (1) the qualifications of the training program director; (2) the content of a training manual explaining the reasons, activities, and instructional materials of the writing courses being taught; (3) first meetings and regular meetings of the program participants; (4) getting released time for the program director to expand the program's activities; (5) proposing formal courses on the teaching of composition; (6) the topics and activities of a problems course in teaching composition and of the supervised teaching component; (7) the use of faculty sponsors for all the beginning teachers; (8) providing inservice meetings for the new writing teachers; and (9) setting up a resource center of supplementary texts and favorite assignments. An annotated bibliography contains readings on the need for training composition teachers, programs for training composition teachers, and a basic bibliography for beginning teachers of writing. (RL)

ED214166 CS206766

Presley, John W.

Evaluating Developmental English Programs in Georgia.

Pub Date Nov 81
Note-21p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (71st, Boston, MA, November 20-25, 1981).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Basic Skills; College Freshmen; *Developmental Studies Programs; *English Instruction; Higher Education; High Risk Students; Program Descriptions; *Program Evaluation; *Remedial Programs; State Programs
Identifiers-Georgia

In 1974, the Board of Regents of the University System of Georgia created the developmental studies program in response to a growing number of entering freshmen who were inadequately prepared for curricula assuming mastery of the basic skills. Early attempts to evaluate developmental programs in Georgia simply used standard survey techniques to discover the range of procedures, criteria, and designs, including the sorts of program evaluations each institution used. The first

quarterly report was mailed to each institution in 1974, and was designed to provide information about the population served by the developmental program and whether the program was working. In 1975, questions were devised to measure the success of developmental studies students in subsequent coursework. Each institution was asked to compare the success rates and grade point averages of former developmental studies students and regularly placed freshmen in English, mathematics, and social science classes. Across the 33 institutions in the state, the entire developmental studies program is apparently working well, with 50 to 60% of the students completing their work and moving into freshman credit courses. (HTH)

ED214167 CS206769

Meyer, Paul R.

A Study of Sex Differences in the Freshman Composition Course at the University of Texas at Austin.

Pub Date Jan 82
Note-65p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*College Freshmen; Comparative Analysis; Females; *Grading; Higher Education; Males; Sex Bias; *Sex Differences; *Teacher Role; *Writing (Composition); Writing Instruction; *Writing Research

A study explored the differences in performance of female and male college students in a freshman writing course. SAT verbal score, course grade, and scores on two precourse and two postcourse essays were collected for 180 students, of whom 87 were female and 93 were male. The analyses of the data examined the interactions among sex and various measures of writing ability and performance. On the basis of the precourse essay scores and SAT verbal scores, males and females were virtually indistinguishable in their performance, and at the end of the course, the females were only slightly better writers, at best. However, course grades were significantly higher for females. The study concluded that a sexually discriminating social mechanism, related to a sexual bias in the way instructors grade students in the course or to a classroom situation that enhances female performance in the course relative to male performance, may account for the difference in course grades. (HTH)

ED214168 CS206776

Quellmalz, Edys; And Others
Defining Writing: Effects of Discourse and Response Mode.
California Univ., Los Angeles. Center for the Study of Evaluation.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Report No-CSE-R-132

Pub Date 80
Note-59p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Discourse Analysis; Educational Assessment; Holistic Evaluation; *Measurement Techniques; *Responses; Secondary Education; *Test Format; *Writing Evaluation; *Writing Research

The complexity of writing as a skill domain and the lack of consensus about its components have engendered much controversy about the type, length, or number of tasks that should be administered in a given test form and even about whether some aspects of composition require direct assessment through writing samples. Acknowledging this, a study was conducted to examine the comparability of writing competency profiles derived from test tasks differing in discourse and response mode. Two hundred high school students were given a multiple choice test and a paragraph writing task, as well as two full-length essay assignments. Ratings of the essays and paragraph on an analytic scale and scores on the objective test provided the bases for comparisons. Results indicated that levels of performance varied on tasks presenting different writing purposes. Also shown was that repeated applications of the scoring rubric produced measures that taped the same underlying content. In addition, factors reflecting the content of the writing subscale were strongly intercorrelated, a factor which is present no matter what response mode the subjects were assessed in. (HOD)

ED214169 CS206777

Freed, Richard C.

Designing Writing Programs in Business and Industry.

Pub Date Mar 82
Note-11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (33rd, San Francisco, CA, March 18-20, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Administrators; Business Communication; *Industrial Training; Integrated Activities; *Program Development; *Technical Writing; *Training Methods; *Writing Instruction

Current training in writing for business and industry usually takes the form of short courses. However, the short course is an inappropriate way to teach writing because it is inefficient, represents writing behaviors or strategies inappropriate for some writers, rarely allows time for adequate criticism and revision, presents too much material in too short a time to allow writers to increase their skills, and does not use the executive's own proposals and reports to teach writing skills. Training as it exists now in many companies is adjunctive--added on to the on-going activities of the executives or managers. Long-term improvement in writing, however, will occur if the training is integrative--focusing upon the manager's own reports and proposals, both during and after their composition. An organization may establish an integrated writing program by (1) designing a formal training program of writing instruction; (2) training the company's writing instructor (or hiring an instructor); (3) changing the role of the editors so they revise for structure, organization, and clarity; and (4) encouraging executives to evaluate their own prose in group meetings. Measurable development requires continual, conscious practice and frequent coaching, the kind a short course cannot provide. (HOD)

ED214170 CS206778

Gracie, William J., Jr.

Serving Our Teaching Assistants and Our Profession: Teaching Graduate Students to Teach Composition.

Pub Date Mar 82

Note-15p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (33rd, San Francisco, CA, March 18-20, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*College Curriculum; Graduate Students; Graduate Study; Higher Education; Program Descriptions; *Teacher Education; Teacher Improvement; *Teaching Assistants; *Workshops; *Writing (Composition); *Writing Instruction

There is a serious lack of interest in and concern for the training of graduate students (TAs) who teach most of the sections of college composition. Setting up a teacher training program in English departments still dominated by literature specialists is not an easy task, but there are some ways to change the negative climate. First, the department as a whole must be made aware of the teaching job market. Second, if TAs are to secure any of the few positions available, their teaching competence must be virtually certified by their departments. Third, the training program should be a course recognized by the university for which a grade is received. Fourth, department chairs and divisional deans should be encouraged to foster research in composition within the department's own courses. Fifth, the department should be urged to invite a guest lecturer in composition to campus at least once a year. Sixth, a department competition should be created with a suitable award for the best graduate student teacher. A TA training course is offered at Miami University of Ohio. The week long workshop progresses from instruction in grammar and language structure, through composition techniques, a counseling session to eliminate the apprehension and fear of failure that new TAs experience, and an opportunity to grade freshman essays. The TAs at Miami University are also assigned to a departmental "mentor" and must attend a course in the historical, theoretical, and pedagogical aspects of rhetoric. (HTH)

ED214171 CS206779

Schwab, Gweneth B.

Measuring Density of Details in Composition and Content Courses.

Pub Date Mar 82

Note-11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (33rd, San Francisco, CA, March 18-20, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-College Freshmen; *Comparative Analysis; Higher Education; Measurement Techniques; Syntax; *Writing Exercises; Writing Instruction; *Writing Research; *Writing Skills

Identifiers-*Writing across the Curriculum

Some composition teachers believe that students may write more competently in subject matter courses than in writing courses. That is, the constraints of writing for a class or assignment in which the composition skills will be evaluated may prevent students from writing their best. With this in mind, a study was conducted to determine whether there is any difference in density and specificity of detail and example between compositions from a subject area class and those from a composition class. Two essays written by students in a freshman level religion course and two essays written by students in two freshman level composition courses were compared. Both classes were given the same assignment and the same period of time in which to write. Density and specificity of development were measured by a scoring procedure which added points for elements that produced detail and subtracted points for elements that avoided detail. While the first free writing exercise produced scores that were neither high nor significantly different between classes, the essays written out of class later in the semester revealed a significant difference. The religion course papers produced higher scores without instruction in writing. (HOD)

ED214172 CS206780

Glassner, Benjamin M.

Hemispheric Relationships in Composing: An EEG Study.

Pub Date Mar 82

Note-23p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (33rd, San Francisco, CA, March 18-20, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Cerebral Dominance; Cognitive Processes; College Students; Higher Education; *Language Processing; *Neurolinguistics; *Neurological Organization; Sex Differences; Student Attitudes; *Writing Processes; *Writing Research

The left hemisphere of the brain is analytic and "particularistic" in orientation--focusing on individual elements within a field and analyzing them sequentially. The right hemisphere of the brain is holistic or relational in processing, and is predisposed to see wholes simultaneously. One of the most prominant features of the EEG is the asymmetry between amplitude levels of matched sites in the left and right hemispheres. In a recent hemispheric study, bilateral temporal looe EEG recordings were obtained for each of 24 college students during four consecutive writing tasks. This was followed by a questionnaire designed to elicit accounts of the students' thoughts, feelings, and operations during each composing process. Results indicated no direct relationship between the assignments and relative shifts in hemispheric engagement. However, a marked difference was indicated between male and female subjects, with women far more likely to engage their right hemispheres. Findings also suggested that extensive composing--aimed at reporting what is already formulated and available in memory, focused on communication and the surface features of texts and more direct and linear in its subprocesses--appears to be chiefly a left-brained activity. Reflexive composing, which is slower and more complex and is focused on discovering and on the active construction of meaning through language, appears to involve a proportionately higher degree of right brain activity. (HOD)

ED214173 CS206781

Brostoff, Anita

Thinking through Writing: A Report on the Project, Its Evaluation, and Its Uses.

Pub Date 81
Note-9p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Cognitive Processes; Content Area Reading; Critical Reading; *Critical Thinking; English Curriculum; *Interdisciplinary Approach; Material Development; Program Descriptions; *Program Evaluation; Secondary Education; Social Studies; *Writing (Composition); Writing Instruction; *Writing Skills
Identifiers-*Writing across the Curriculum

Thinking through Writing (TTW) was a project to develop, test, and disseminate a program for teaching thinking and writing skills in secondary school English and social studies courses. Each of the 12 schools participating in the project scheduled a group of students to take an English and a social studies course in the program, and two teachers from each school participated as a team to develop parallel courses and materials, test them in their classrooms, and provide feedback. The four major objectives in the TTW project were to (1) develop a text-workbook, (2) develop a teacher's guide, (3) design methods for using the program across the curriculum, and (4) design writing assignments for these courses to improve students' thinking and writing in the content areas. The one-year evaluation of the

text-workbook, teacher's guide, methods, and writing assignments was designed to determine the effectiveness of the program by means of a pre- and postwriting sample and informal methods to evaluate the improvement in students' thinking skills. The findings indicated that the program improved students' writing ability and critical reading. The evaluation showed that the program functioned well with average students in grades 9 through 12 and that above average students were appropriately challenged by the problem solving approach. (A list of participating schools is appended.) (HTH)

ED214174 CS206782

Stotsky, Sandra

Toward a Meaningful Model of Written Language Development.

Pub Date Mar 82

Note-19p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (33rd, San Francisco, CA, March 18-20, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Educational Theories; Elementary Secondary Education; *Language Acquisition; *Language Processing; *Models; *Oral Language; Reading Processes; *Teaching Methods; Writing (Composition); Writing Processes; *Written Language

Identifiers-*Reading Writing Relationship

There appear to be two basic theories about the relationship of written language to oral language and the relationship of writing to reading. The first theory views written language as a derivative of oral language and as an alternate but parallel form of oral language. The pedagogical implications of this model suggest that the problems of comprehension and composition are essentially the same for the reader and writer as for the listener and speaker. The second theory views written language as qualitatively different from oral language, differing both in its origins and in its purposes. According to this theory, writing, while initially dependent upon oral language while children learn to decode and encode written language, becomes increasingly less dependent on oral language and more influenced by written language itself. The theory seems to suggest that students' writing may gradually become more like the language they read, with continuous experience and instruction in reading and writing this language. The fact that poor writing is often poor precisely because it reflects the patterns, structures, and lexicon of poor oral language would suggest that composition instruction based on the first theory that views academic writing as a derivative of oral language is ill-advised. (HOD)

ED214175 CS206783

Thompson, Merle O'Rourke

Charlotte Perkins Gilman's "The Yellow Wallpaper": Women, Society, Sanity.

Pub Date Feb 82

Note-18p.; Paper presented at the Annual Meeting of the Southeastern Conference on English in the Two Year College (17th, Winston-Salem, NC, February 25-27, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Authors; *Autobiographies; Content Analysis; *Females; Feminism; Fiction; Influences; *Mental Disorders; Psychological Needs; *Short Stories

Identifiers-*Gilman (Charlotte Perkins)

"The Yellow Wallpaper," by Charlotte Perkins Gilman, is a remarkable piece of history and sociology, as well as a feminist story concerning the search for self. Written in 1890, the story, which closely parallels the author's own life, vividly chronicles a woman's descent into madness. Charlotte married an artist after a lengthy courtship of conflicting emotions. After the birth of their child, Charlotte suffered from nervous exhaustion and a debilitating depression. She received the "rest cure" of a noted neurologist, extended bedrest and total inactivity, after which she was sent home and told to live as domestic a life as possible and "never touch pen, brush, or pencil as long as you live." Charlotte, who believed work was essential to personal dignity, came close to insanity after a month of domesticity and finally left her husband. "The Yellow Wallpaper" dramatically narrates what she knows would have happened to her had she not escaped from her husband and doctor. The insane narrator, kept in a room with no contacts or stimuli, tears off the yellow wallpaper to release the "woman" trapped between the layers, the narrator's "other" self. Charlotte wrote the story during the years she lived away from her husband and raised her daughter, at which time she suffered much social abuse. Eventually, she returned her daughter to her husband, remarried, and, free from all domestic chores, completed her best works of sociology, including "Women and Economics," a definitive work of the time. (HTH)

ED214176 CS206785

Connors, Robert J.

Static Abstractions and the Teaching of Writing.

Pub Date Mar 82

Note-28p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (33rd, San Francisco, CA, March 18-20, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Classification; *Educational Change; *Educational History; Higher Education; Language Styles; *Literary Devices; *Rhetoric; Teaching Methods; Textbook Content; *Writing (Composition); *Writing Instruction

Identifiers-*Static Abstractions

The element of static abstractions (SAs)--any pseudoheuristic listing of derived nominals whose purpose is to define good structure in prose writing--is one of the important historical components of the current traditional rhetoric inherited from the nineteenth century. SAs, of which unity, coherence, and emphasis are the best known examples, have been the revered "master terms" of hundreds of composition courses. The educational revolution of the 1930s, however, started in motion forces that undercut SAs by reducing the need for them as content in writing courses. After 1960, only a few textbooks used SAs to organize whole chapters, and none used them to organize whole books. Today SAs are found only in outdated texts. One of the main reasons for the failure of SAs to work well is the very abstractness of the terms, which may create a neat descriptive list, but in fact be so general as to be useless as prescription. Today, teachers realize that the convenient generalities of SAs do not help students compose or edit their own work. Perhaps, this experience with SAs will make teachers beware of neat, comprehensive sounding conceptual schemes that are easy to teach but that have no real contact with what students need to learn. (HOD)

ED214177 CS206786

Schwartz, Helen J.

A Computer Program for Invention and Feedback.

Pub Date Mar 82
Note-10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (33rd, San Francisco, CA, March 18-20, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Computer Assisted Instruction; *Computer Programs; *Expository Writing; *Feedback; Higher Education; *Writing (Composition); Writing Skills
Identifiers-*Invention (Rhetorical)

SEEN (Seeing Eye Elephant Network) is a computer program intended to help students write better essays by providing a heuristic for invention and a means for audience feedback. In the solo mode, the program prompts students to perceive what they have seen--that is, to consider the literary work in an active way. The program also remembers--like an elephant--what the students say in answer to the program's prompts. In the network mode, students can share their work and get feedback by seeing how their work compares with others' views or by getting other students' comments on their work. In a tutorial that is currently being set up for a character analysis, the solo mode prompts students to provide and consider evidence in support of their own hypothesis, while the network segment is designed to help the students sharpen their critical insights by giving and getting feedback. In the fall of 1981 the program was tested on students in an introductory world literature class to determine if the students would improve their essay writing after using the computer program. A preliminary analysis of the data suggests that the improvement between the computer group and the noncomputer group is not statistically significant. However, the writing of the computer group did become much longer and more detailed, while failing and marginal students seemed to improve on the essay exam quite dramatically. (HOD)

ED214178 CS206787

Woodman, Leonora

Toward a Rhetorical Theory of Style.

Pub Date Mar 82

Note-19p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (33rd, San Francisco, CA, March 18-20, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Higher Education; *Language Styles; *Learning Theories; *Rhetoric; Syntax; *Writing Instruction; *Writing Processes; Writing Skills

Identifiers-*Rhetorical Theory; *Synonyms; Text Structure

A theory of style called the doctrine of synonymity argues that the separation of form from content allows the possibility of alternative phrasing. This theory led to the conception that during the writing process, writers consider different ways of phrasing and settle on the formulation that best expresses the meaning intended. However, the ranking of "best" suggests that synonymity does not adequately explain the relations between intention and expression. If two sentences can be reasonably paraphrased, then the doctrine of synonymity seems tenable. For the purpose of teaching style, however, the theory of rhetorical dualism is of limited use, since the doctrine of synonymity provides no guidance for making the best choice among alternative modes of expression. Nevertheless, the concept of style as choice offers a beginning for developing a theory of style that is both rhetorical and process-centered. If style is seen as the adaptation of form to rhetorical aim, it acknowledges the relationship between meaning structure and aim, suggests that form and meaning ultimately coincide, and allows for the acquisition of linguistic forms as preliminary to their use in a rhetorical setting. The transition from style analysis to style production follows the logic of a process-centered model, which not only allows stages in the acquistion of stylistic competence, but proposes that the proper object of style study in composition teaching is ultimately the student's own work. (HOD)

ED214179 CS206788

Ray, Mary Barnard

A Horse of a Different Color: Living Happily as a Writing Teacher for Lawyers and Other Professionals.

Pub Date Mar 82

Note-11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (33rd, San Francisco, CA, March 18-20, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adults; *Employment Opportunities; Nontraditional Students; *Professional Continuing Education; Professional Development; *Teaching (Occupation); Workshops; *Writing (Composition); *Writing Instruction

Identifiers-*Career Alternatives

There are many teaching positions for writing instructors outside the classroom, such as continuing education programs for business and professional people. Instructors interested in tapping this market should watch for opportunities and not overlook small or unusual jobs. They should also clarify their goals, start small, and remember the audience. Clear goals can help the instructor focus his or her effort on a specific result, such as improving the readability of legal writing, while starting at a small job allows the teacher to build experience in a new field. Remembering the audience is critical because those professionals in the writing course want their writing to be accurate, persuasive, and impressive, and the goals of these "students" may not be the same as those of an English teacher in a traditional classroom. Writing instructors should consider five factors before teaching writing to professionals: (1) interest in the discipline in which they would be teaching, (2) the professional jargon of the new discipline, (3) efficiency over and above perfection, (4) ability to maintain a moderately relaxed attitude, and (5) isolation from professional peers. Writing instructors who think these factors would be enjoyable or a challenge may want to add the teaching of writing to members of other professions to their repertoire of marketable skills. (HTH)

ED214180 CS206789

Roberts, David; Strickland, James
Basic Neurology for the English Teacher: A Selected Bibliography.
Pub Date 82
Note-9p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Annotated Bibliographies; *Cognitive Processes; Language Research; *Neurolinguistics; *Neurological Organization; *Neurology; Writing Instruction; *Writing Processes; Writing Research
The 24 entries in this annotated bibliography are designed to introduce teachers and researchers to the major studies in the field of neurology as it relates to the composing process. Entries in the first section are of works that explain the complex processes and physiology of the brain, while those in the second section are of works attempting to establish localities within the brain where specific neurological functions, specifically language, take place. Entries in the third section are of works dealing with the origin and domain of hemispheric specialization, and those in the fourth section are of works treating the brain as an information processing system--with analogies to the computer and computer languages. The entries in the final section are of glossaries designed to explain the technical vocabulary often found in neurological studies. (FL)

ED214181 CS206790

Freedman, Sarah Warshauer

Student Teacher Conversations about Writing: Shifting Topics in the Writing Conference.

Pub Date Mar 82

Note-19p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (33rd, San Francisco, CA, March 18-20, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adult Students; College Students; *Communication Research; *Discourse Analysis; Interaction; Interpersonal Relationship; *Student Teacher Relationship; *Writing Evaluation; *Writing Instruction

Identifiers-*Interpersonal Communication; *Teacher Student Conferences

The individual writing conference is one of the key settings in which adults are taught to write. Success in the conference can be connected both to its structure (who can talk when and how much, and what types of talk are sequenced in what ways) and to the content within that structure (what topics are discussed, the amount of collaboration between student and teacher in sustaining topics, and so on). In one study of such conferences, tape recorded conversations between one teacher and four students were analyzed for content and structure. The analysis of the first introductory conference revealed that the conferences were teacher controlled and centered around a discussion of the student's past experiences with writing and a review of the student's first writing sample. The substantive topic that the teacher initiated most frequently differed for the stronger students and weaker students and differed according to ethnic group. For the stronger students, most of the teacher-initiated talk centered around idea development. For the weaker students, talk centered around mechanics, revision, and issues of strategy. Another interesting difference in the topics of conversation was affective. The teacher spent a great deal of time praising the stronger students and very little time, if any, praising the weaker students. Stronger students knew how to initiate

praise, but the weaker students behaved and spoke in a manner that might have alienated the teacher. (HOD)

ED214182 CS206791

Monahan, Brian D.; Zelner, Jane

A Composition Curriculum Based on James Britton's Theories.

Pub Date Mar 82
Note-10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (33rd, San Francisco, CA, March 18-20, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Curriculum Development; Curriculum Guides; *English Curriculum; *Language Arts; Learning Theories; Program Descriptions; Secondary Education; *Writing (Composition); Writing Processes
Identifiers-Bay Area Writing Project; *Britton (James); Theory Practice Relationship

In 1979, the Yonkers Public School district (New York) launched a project to design and implement secondary school language arts curriculum guides with an emphasis on written composition. A theoretical framework was developed, based on the work of James Britton and the philosophy of the Bay Area Writing Project (BAWP). Britton's work provided the framework for the three types of writing in the curriculum--expressive, transactional, and poetic--and supported the design committee's position that writing is a process. As stated by Britton and practiced by the BAWP, students should be given the opportunity to write for a variety of purposes and audiences. While the curriculum was designed to be sensitive to the developmental nature of writing, the committee also provided activities and objectives that would prepare students for the mandatory New York state competency test in writing. The objectives and activities of the curriculum cover the writing process, the three kinds of writing, paragraphs and sentences, and usage and mechanics. Inservice training sessions were conducted and members of the curriculum committee continued to monitor the implementation of the curriculum. Feedback from the program has been positive as teachers come to realize that Britton's way of looking at the composing process is more like the natural development of the process and that students address many of the program's objectives every time they write. (HTH)

ED214183 CS206792

Reid, Wallis; Gildin, Bonny

Errors in Expectations: A Reanalysis of the Problem of Sentence Completeness.

Pub Date Mar 82

Note-14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (33rd, San Francisco, CA, March 18-20, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Discourse Analysis; Higher Education; *Punctuation; Semantics; *Sentence Structure; *Writing Instruction; Writing Skills

Identifiers-*Writing Difficulties

Punctuation is not necessary in a sentence if a pair of adjacent words suggests an intentional conceptual relationship. However, when the pair suggests a relationship that is not a part of the intended communication, the writer must alert the reader, so some punctuation is necessary. When members of an adjacent pair do not suggest a plausible semantic relationship, the reader will try to associate the second word of the pair with an earlier element in the discourse. In cases where a more distant association does not exist, the reader must be prevented from looking for one by means of punctuation. The relevant factor in the choice between a comma and a period is the presence or absence of a lexically suggested relationship between nonadjacent words. If there is a lexical relationship between nonadjacent items, a comma is chosen. A period will be chosen where there are no lexical relationships between any two meanings on either side of the point at which punctuation is called for. Students whose writing is characterized by fragments and run-on sentences have difficulty in discerning lexical relationships. Consequently, remediation that concentrates on developing sentence skills such as analysis into subject and predicate has met with only mixed success. Remediation should concentrate on developing skills at the word level, heightening the students' awareness of the lexical relations implied by the meanings of individual words. (HOD)

ED214184 CS206794

Goodman, Yetta M., Comp.; And Others
Oral and Written Language Development Research: Impact on the Schools. Proceedings from the 1979 and 1980 IMPACT Conferences.
International Reading Association, Newark, Del.; National Council of Teachers of English, Urbana, Ill.
Pub Date [81]
Note-176p.
Available from-National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 34734, $6.00).
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-*Child Development; *Child Language; Classroom Environment; *Curriculum; Elementary Education; English Instruction; *Language Acquisition; *Language Enrichment; *Language Research; Oral Language; Teacher Education; Written Language
Identifiers-*Theory Practice Relationship

The papers in this collection focus on the integration of child language development research into curriculum and instruction, which was the general topic of four conferences held in conjunction with the 1979 and 1980 annual conventions of the International Reading Association and the National Council of Teachers of English. Section one, on child language research, contains five papers that provide up-to-date insights into learning oral as well as written language. Section two, concerning child language in schools, examines language and thinking-focused curriculum development, the interrelationships of oral and written language in the classroom, responses to literature in a school environment, and peer dialogues across the curriculum. Section three, on child language research and teachers, contains a description of an investigation of an inservice program for teachers and a discussion of nine principles of teaching applied within the context of two experimental teacher education programs. Section four offers comments about the four conferences from two people who attended all of them, and section five provides a list of readings for teachers and a bibliography of recent works cited by the contributors to this collection. (RL)

ED214185 CS206795

Long, Maxine M., Ed.; McCleary, William J., Ed.
The Study and Teaching of Literature.
New York State English Council.
Pub Date 82
Note-28p.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Adolescent Literature; Educational Games; *English Instruction; English Literature; Literary Criticism; *Literature Appreciation; Nonfiction; Novels; Reading Material Selection; Secondary Education; United States Literature; Writing Instruction
Identifiers-Faulkner (William); Frost (Robert); Melville (Herman); Moby Dick

The study and teaching of literature is the emphasis of this special journal issue. The nine articles included in the issue discuss the following: (1) time and social class in William Faulkner's "A Rose for Emily," (2) Robert Frost's "Yankee Ironist," (3) an approach to teaching "Moby Dick," (4) using games to review literature, (5) reading the writing of John McPhee, (6) a structured format for writing about literature, (7) literacy and learning in the United Kingdom, (8) a love affair with the library, and (9) evaluating novels for young adults. (HTH)

ED214186 CS206796

Argall, Rebecca S.

Sentence Combining: An Incisive Tool for Proofreading.

Pub Date Mar 82
Note-17p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (33rd, San Francisco, CA, March 18-20, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Basic Skills; Grammar; Higher Education; Punctuation; *Remedial Instruction; *Sentence Combining; Writing (Composition); *Writing Exercises; *Writing Instruction; Writing Research; Writing Skills
Identifiers-*Proofreading

With evidence supporting the belief that as a way of decreasing errors sentence combining offers a number of advantages for developmental writing students, a college composition instructor gave 19 developmental writing students five weeks of concentrated sentence combining study with no other instruction or writing practice. The sessions concentrated on the structures used in the students' placement essays, and punctuation was integrated into the teaching of each structure. During the first week of the class, students completed a series of exercises, two of which were paragraphs composed by the students and two of which were prepared exercises. The passages were evaluated according to four main categories: garbled construction, sentence boundary errors, comma errors, and semicolon errors. At the end of the sessions, the initial exercises were returned to the students to proofread and revise according to the techniques they had studied. They also wrote a paragraph with the same instructions as one of the two earlier writing assignments. The results of the proofreading were positive, with a decline in all kinds of errors, particularly in garbled sentences. To determine whether this proofreading ability had carried over to their writing, the pretest and posttest writing samples were compared, showing a similar reduction in errors and indicating that sentence combining can be an incisive proofreading tool for the developmental writer. (HTH)

ED214187 CS206797

Hennessy, Michael

Readers in the Composition Course: Why They Fail, How We Can Make Them Work.

Pub Date Mar 82

Note-12p.; Paper presented at the Conference on College Composition and Communication (33rd, San Francisco, CA, March 18-20, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-College Freshmen; Expository Writing; Higher Education; *Models; Textbooks; *Writing (Composition); *Writing Instruction

Identifiers-*Freshman Composition

The effectiveness of the freshman composition "reader" as a source of prose models for student essays is questionable because their often long and complicated rhetorical strategies and ideas can intimidate the writers. The narrow expository patterns offered in the readers can also reduce essay writing to a matter of copying a prescribed organizational pattern, drawing attention away from consideration of persona, audience, and purpose, thus restricting the student's inventiveness. The greatest drawback of such models is their fundamental inability to illustrate the process of writing. Unfortunately, the writing process probably cannot be demonstrated fully and effectively in any form except the actual practice of writing. Despite these drawbacks, freshmen readers can be productive in the composition course. Students can keep journals of their responses to the passages as a prewriting technique. The instructor can then gradually steer the journal writing away from expressive and toward referential prose, including abstracts of essays and discussions or refutations of a passage's main point. The readers can still be used for direct imitation, but this should be introduced much later in the course, in conjunction with a discussion on style, and only after the less restrictive use of prose models has been explored in more detail. (HTH)

ED214188 CS206798

Bank, Stanley

Basic Writers Perceive the Process of Composing.

Pub Date Mar 82

Note-21p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (33rd, San Francisco, CA, March 18-20, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Aptitude; College Freshmen; Correlation; Grade 12; Grades (Scholastic); Higher Education; High Schools; High School Seniors; *Remedial Instruction; *Self Evaluation (Individuals); Student Attitudes; Writing Evaluation; *Writing Processes; *Writing Research; *Writing Skills

A study investigated what basic writers think they are doing when they write and whether those perceptions are related to their writing achievement. A total of 134 students, high school seniors in a program of extra academic help and college freshmen in a compensatory composition course, completed a questionnaire that elicited data about their current and previous writing courses and grades, as well as their estimate of their writing ability. Students were then asked to follow specific instructions while composing an essay. Each paper was rated by two scorers, and the ideas students expressed about the writing process and piece of writing itself were grouped under the headings of prewriting, writing, and postwriting. A computer analysis of the relationships among the kinds of data assembled indicated a clear statistical relationship between grade level and grade earned--as grade level rose, marks fell. Similarly, students' estimates of their writing ability fell as they advanced. The results also indicated a significant relationship between the students' estimates of their writing ability and their grades in English, but no such relationship was found between their estimates and their scores on the writing sample. Success was related to growth and elaboration of ideas during writing and to high level postwriting activities. Discovering while writing was the only process with a significant positive relationship to both grade and essay score. (HTH)

ED214189 CS206799

White, Fred D.

Basic Problems in Planning and Conducting Student Writing Conferences.

Pub Date Mar 82

Note-10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (33rd, San Francisco, CA, March 18-20, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Course Organization; Higher Education; *Student Teacher Relationship; Teacher Role; Teaching Methods; *Writing Evaluation; *Writing Instruction

Identifiers-*Teacher Student Conferences

The areas composition teachers must address when developing a sound system of conferences with students include defining the conference, scheduling, preparing, conducting the conference, and keeping conference records. There are four general kinds of conferences: (1) the diagnostic conference for discussing students' writing experiences and particular strengths; (2) the brainstorming conference for informally exchanging ideas; (3) the detailed critique conference, designed to give students a sense of how they can edit and substantially revise their manuscripts; and (4) the workshop conference, during which students discover options for revising and in turn begin to sense their individual "style" or "voice." Fifteen minutes per conference appears to be a minimal duration for tending to business and making the students feel they have received individualized attention, and holding at least four conferences per term allows use of each of the four conference types. Students and teachers alike must be "primed" for a conference, and both should write down one or two questions or problems to initiate the conference. Regardless of the kind of conference being conducted, certain basic procedures should be observed, including breaking the ice, inviting the student to raise pressing questions, reinforcing the student's strengths, and discussing key concerns about the writing. A good conference recording system is index cards, with biographical information on each student and space to record the "minutes" of each conference. (HTH)

ED214190 CS206800

Sawyer, Thomas M.

The Organization of Reports of Scientific Experiments.

Pub Date Mar 82

Note-16p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (33rd, San Francisco, CA, March 18-20, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Higher Education; *Organization; *Research Reports; *Science Experiments; *Technical Writing

Beginning teachers of scientific technical writing often have little background knowledge in the sciences; thus, they may encounter difficulty in dealing with technical reports. To achieve clear explanations of the effects of scientific experiments, scientific writers need to know the following general principles: (1) the function of all the sciences is to predict, but the philosophers of science rank the various sciences in a hierarchical order of predictive ability from physics (highest in predictive ability) through chemistry and biology to psychology (lowest in predictive ability); (2) the esoteric terminology of each science may be clarified by asking for operational definitions of terms and concepts; (3) experimental tests of prediction follow a common, simple, logical plan; and (4) the mathematical proofs of experimental results can be made clear if the aim, rather than the method, of the mathematics is discussed. When scientific writers and their teachers understand these principles, they can help to make scientific writing not only clear but interesting. (An outline of experimental investigation is attached with two illustrations of its application.) (RL)

ED214191 CS206802

Sharpes, Donald K.

Improving Oral Language Skills for American Indian Secondary School Students.

Pub Date Feb 82
Note-23p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*American Indian Education; *American Indians; English (Second Language); English Instruction; *Interference (Language); *Language Skills; *Oral Language; Program Evaluation; Reading Ability; Secondary Education; Testing; Test Interpretation
Identifiers-Limited English Speaking

Endeavoring to combat the persistent problems of low achievement, poor reading skills, and nagging absenteeism, the Intermountain Inter-Tribal High School, an American Indian boarding school in Utah, developed a project whose primary mission was to reduce substantially the number of students scoring below the acceptable norm in grade equivalency on oral language skills. The preliminary phase of the project, conducted during the 1981-82 school year, collected the following data on student learning needs: test scores from the Oral Language Test of the Southwest Cooperative Educational Laboratory, test scores from the California Achievement Test, and student perception scores of their own native language speaking and understanding ability and of their English speaking and understanding ability. Analyses of scores produced the following preliminary findings: (1) most students admitted to the oral language project really were deficient in language skills (many of those in the ninth grade tested at sixth grade reading levels); (2) there was a positive correlation between student reading level, overall language ability, and oral language proficiency; and (3) most students were moderately proficient in their native language, with some indications of language interference problems due to the learning of English. (RL)

ED214192 CS206808

Erickson, Mary Jo; MacDermot, Harold

A Suggested Model for Developing a K-12 Oral Communications Program.

Pub Date 7 Jan 81
Note-72p.; Several pages may be marginally legible.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Articulation (Education); *Classroom Techniques; Communication Skills; Elementary Secondary Education; Grouping (Instructional Purposes); Models; *Program Development; *Speech Communication; *Speech Curriculum; Teaching Guides

The curriculum model offered in this manual is designed to provide a framework within which teachers and administrators can manage an oral communication program. Following introductory discussions on defining terms, preparing statements of philosophy, and setting goals, sections of the manual contain information on the following topics: (1) the foundations of an oral communication program, such as the functions of communications, the delineation of communication competencies, and the types of communication situations on which the program should focus; (2) guidelines for management of the oral communication program, including time allotments, articulation, and administrators' responsibilities; and (3) guidelines for instruction, including classroom teachers' responsibilities, exemplary objectives with suggested activities, instructional grouping procedures, record keeping, and assessment of student progress. A bibliography contains lists of print resources, instructional pamphlets and textbooks on teaching listening, and audiovisual materials. Three appendixes provide a glossary of communication terms, suggestions for small group organization, and exemplary oral communication activities for content area teachers. (RL)

ED214193 CS206809

Batson, Suzette; And Others
Language Arts: A Wide Spectrum of Ideas.
Oklahoma State Dept. of Education, Oklahoma City.
Pub Date 81
Note-339p.
EDRS Price - MF01/PC14 Plus Postage.
Descriptors-Class Activities; *Curriculum Development; Curriculum Guides; Elementary Secondary Education; *English Instruction; *Language Arts; *Learning Activities; Listening Skills; Mass Media; Reading Skills; Speech Skills; State Programs; Writing Skills
Intended for language arts teachers, this resource guide contains general goals for a language arts curriculum for kindergarten through grade 12, objectives for varying school levels, learning activities, and selected resources designed for a wide range of student abilities. Sections of the guide focus on listening, speaking, reading, writing, and thinking, as well as the application of mass media to language arts. The major portion of the guide contains activities, divided into sections for kindergarten, lower elementary, upper elementary, lower secondary, and upper secondary levels. The guide concludes with illustrations and examples that complement the activities. (HTH)

ED214194 CS206810

Alabama Course of Study: Language Arts K-12. Bulletin 1981, No. 21.
Alabama State Dept. of Education, Montgomery.
Pub Date Jul 81
Note-143p.; For related document see ED 165 214.
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Curriculum Development; *Educational Improvement; Educational Objectives; Elective Courses; Elementary Secondary Education; English Curriculum; *English Instruction; *Language Arts; *Minimum Competencies; *Sequential Approach; State Programs

The minimum requirements for sequential programs in the language arts and related enrichment programs recommended in this document were determined by the results of an Alabama State Department of Education survey, which ranked 60 educational goals in order of importance and in which the top five goals reflected an overwhelming concern for language arts and communication. Following an introduction to the rationale, characteristics, and student goals of the program, the first four sections outline the minimum requirements for listening, speaking, reading, and writing. The next two sections present alternative programs for the middle school/junior high school level and senior high schools. The document concludes with a section on characteristics of special electives related to the language arts for grades 7 through 12. (HTH)

CS206811

ED214195

Gorrell, Donna

What's Wrong with Architecture?

Pub Date Mar 82

Note-10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (33rd, San Francisco, CA, March 18-20, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Architectural Education; College Students; Competency Based Education; *Failure; Higher Education; Writing Evaluation; *Writing Research; *Writing Skills

Identifiers-*Writing Difficulties

A study examined factors related to the high failure rate of architectural students at the University of Wisconsin-Milwaukee on an essay writing task designed to show proficiency in writing before gaining junior standing. Students become eligible to write the essay by getting a score of 65 or better on the Wisconsin English Placement Test (WEPT) or a B minus or better in a composition course. The essays by the architectural students were reread, using Diederich's analytic scale, which is based on the following criteria: idea and organization, flavor, usage, punctuation, and handwriting. Results showed that some of the students could not organize their thoughts well, but that more of them tried to express their ideas without adequate support or coherence or just didn't know what to say, while the largest number of students lacked control of the language. Failure rate was also attributed to (1) ineligibility (based on the WEPT scores), (2) failure in or lack of writing courses, (3) a nonnative language background, (4) sex, and (5) cognitive style. (HOD)

ED214196 CS206824

Staton, Jana; And Others

Analysis of Dialogue Journal Writing as a Communicative Event. Final Report. Volume I.

Center for Applied Linguistics, Washington, D.C.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date 1 Feb 82
Grant-NIE-G-80-0122
Note-168p.; For related document, see CS 206 825.
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Classroom Communication; *Dialogs (Language); Elementary School Students; Grade 6; Intermediate Grades; *Language Acquisition; *Language Processing; Narration; Oral Language; Student Attitudes; *Student Teacher Relationship; Teacher Influence; *Writing (Composition); *Writing Research; Written Language
Identifiers-*Journal Writing

This is the first of two related documents reporting a study that analyzed the text of 26 student-teacher dialogue journals from a sixth grade class as a developmental link between students' natural competence in oral conversation and their developing competence in written language. The first section of the report discusses (1) the purpose of the study, which was to analyze the language itself in order to describe the interactional structure of these cumulative dialogues and the strategies for jointly initiating, developing, and maintaining dialogues; (2) the research methodology; and (3) the goals of the study. The second section presents a brief synthesis of the research papers that describe the study's criteria and units of analysis, while the third section summarizes the study's conclusions and implications on writing competence, topic selection, functional language, mutual interaction/interactive discourse, writing as thinking, and benefits to the teacher. (AEA)

ED214197 CS206825

Staton, Jana; And Others

Analysis of Dialogue Journal Writing as a Communicative Event. Final Report. Volume II.

Center for Applied Linguistics, Washington, D.C.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date 1 Feb 82
Grant-NIE-G-80-0122
Note-579p.; For related document, see CS 206 824. Not available in paper copy due to marginal legibility of original document.
EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
Descriptors-Classroom Communication; *Dialogs (Language); Elementary School Students; Grade 6; Intermediate Grades; Language Acquisition; *Language Processing; Oral Language; Questioning Techniques; Spelling; Student Interests; *Student Teacher Relationship; Teacher Attitudes; *Writing (Composition); *Writing Research; Writing Skills; Written Language
Identifiers-*Journal Writing

This is the second of two related documents that make up the final report of a study that analyzed the text of 26 student-teacher dialogue journals from a sixth grade classroom. The report defines "dialogue journal writing" as interactive, functional writing that occurs between students and teacher on a daily basis about self-generated topics of interest to each writer. This volume provides 12 research papers that describe and illustrate the interactional structure of these cumulative dialogues and the strategies for jointly initiating, developing, and maintaining them. The papers deal with the following topics: (1) the oral language basis of dialogue journal writing, (2) topics, (3) language functions in dialogue journal writing, (4) the function of questions in dialogue writing, (5) the function of complaining, (6) dialogue writing as a bridge to unassisted writing, (7) written dialogue as a basis for student-teacher rapport, (8) problems in dialogue journal writing, (9) the development of understanding, (10) topic-specific elaboration in dialogue journal writing, (11) spelling in the dialogue journals, and (12) the teacher's perspective. (AEA)

ED214198 CS206827

Liggett, Sarah

Advantages of Randomized Experiments for Research in Composition.

Pub Date Mar 82

Note-10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (33rd, San Francisco, CA, March 18-20, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Business Communication; *Classroom Techniques; Higher Education; *Research Design; *Research Methodology; Research Needs; Teaching Methods; *Word Processing; *Writing Instruction; Writing Processes; *Writing Research

Supporting the contention that using experimental research designs will facilitate sound decisions about how to teach the composing process, this paper first describes briefly the range of research methods available for investigating the writing process. Next the paper discusses the advantages of conducting experimental research, some of which are that it (1) encourages careful planning, close attention to classroom procedures, and systematic evaluation; (2) is a better test of the effectiveness of teaching methods; and (3) promotes a clearer understanding of research methodology. Finally, the paper illustrates these advantages by summarizing a "true" experiment (one whose components are an hypothesis, assumptions, a research design, randomized subjects, a treatment, and a measurement procedure) to learn whether dictation/word processing systems required a composing process somewhat different from that of writing. (RL)

ED214199 CS206828

Spanjer, Allan; Boiarsky, Carolyn

Improving the Teaching of Writing in Your Own School: A Staff Development Program.

Pub Date [81]
Note-13p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Elementary Secondary Education; *English Teacher Education; Faculty Development; Guidelines; *Inservice Teacher Education; *Instructional Improvement; *Program Development; Teaching Methods; *Writing Instruction; *Writing Processes
Identifiers-Writing across the Curriculum

The steps outlined in this paper are intended to help organize and capitalize on local school resources when constructing inservice programs for improving writing instruction. The guidelines are based on the assumptions that faculties are aware of their own teaching needs, that the best inservice comes from teachers who can effectively demonstrate their successful techniques, that writing should be integrated with all subject areas, and that both teachers and students must master the writing processes (prewriting, drafting, and revising). Emanating from these assumptions, the ten steps for inservice program development include the following: (1) enlisting administrative support, (2) soliciting teachers as presenters/participants, (3) compiling a writing bibliography to which program participants can refer, (4) collecting effective teaching ideas from participants and sequencing them according to topic areas within the writing process, (5) scheduling workshop sessions based on the sequential list from step 4, and (6) having participating teachers prepare and present their ideas within a "Do-Look-Learn" approach to inservice education. The "Do-Look-Learn" method is explained and resources are suggested concerning prewriting, drafting, revising, teaching mechanics, grading, small group work, the teacher's role, writing in the content areas, and sequencing writing. (RL)

ED214200 CS206829

Florio, Susan; And Others

What Can You Learn about Writing in School?: A Case Study in an Elementary Classroom.

Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date Mar 82
Contract No-400-81-0014
Grant-NIE-G-90840
Note-28p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Case Studies; *Classroom Environment; *Classroom Observation Techniques; *Classroom Techniques; Primary Education; Student Teacher Relationship; *Writing Instruction; *Writing Processes; *Writing Research

A two-year study investigated writing in the elementary school. Data collected included field notes from observation of a second/third grade classroom, videotapes of selected classroom activities, weekly journals kept by the teacher reflecting her thoughts on teaching in general and on writing in particular, interviews with the teacher about the contents of videotapes and journal entries, student writings collected naturalistically, and conversations with students about their writing. Results revealed that the teaching and learning of writing was largely inarticulated. When free of the materials and precise district mandates

both supporting and limiting instruction in other academic areas, writing posed both a problem and an opportunity for the teacher and students. Much of the creative instruction in writing was "invisible." Teachers often engaged students in writing that was incidental (to the completion of other academic tasks), or writing became such a part of everyday life in the classroom that it went unremarked upon by those involved. (HOD)

ED214201 CS206830

Meyers, G. Douglas

The Phenomenology of Composition: The Application of Certain Principles of Reader-Response Criticism to the Teaching of Composition.

Pub Date Mar 82

Note-12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (33rd, San Francisco, CA, March 18-20, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Higher Education; Learning Theories; *Teaching Methods; *Writing Instruction; *Writing Processes

Identifiers-*Audience Awareness; *Reader Response; Reading Writing Relationship

An application of reader response criticism, with its abundance of ways of construing readers, permits writing teachers to identify sets of readers for students more effectively than simply exhorting them to remember their audience while writing. Composition teachers can employ the concept of "narratee" (the author's alter ego) as a heuristic device, having students articulate, as clearly and precisely as they can (1) the narratee they envision for each piece of writing they produce and (2) the changes and actualizations that readers of their papers must undergo in order to become that narratee and to derive from their own texts what they intend. After using the concept of narratee as an inventional tool, student writers can then proceed to create and produce the text itself, with the concept of the "implied reader." The implied reader embodies all of those predispositions laid down within and by the text itself whereas the narratee addresses the predispositions established by conditions outside of the text. Student writers need to act on the knowledge that writing means arranging linguistic cues to enable readers to form schema to make sense of textual features, and that effective writing lends itself to being apprehended as a series of gestalts. (HOD)

ED214202 CS206831

Danis, Francine

Weaving the Web of Meaning: Interaction Patterns in Peer-Response Groups.

Pub Date Mar 82

Note-12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (33rd, San Francisco, CA, March 18-20, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-College Students; Discussion (Teaching Technique); Discussion Groups; Feedback; Group Discussion; *Group Dynamics; Higher Education; *Interaction; *Peer Evaluation; *Peer Groups; *Student Reaction; Writing Evaluation; Writing Instruction; *Writing Research

Identifiers-*Writing Workshops

Data on students participating in six peer-response groups in a college writing workshop revealed the role of student writers in weaving the web of critical response during the peer group discussion. Analysis showed that the student writers engaged in four main types of verbal activity concerning their papers: (1) asking questions about their essays, including general requests for criticism, requests for recommendations on specific passages, and questions about group members' suggestions and comments; (2) proposing their own suggestions for revising their work; (3) expressing agreement or disagreement with the recommendations of their peers; and (4) explaining the intentions behind their stylistic choices. These results bore testimony not only to the value of the peer-response experience but also to the limitations frequently associated with this approach. For example, writers are not sure of their role in the peer-response process, whether to sit and listen or to constantly interrupt others and defend themselves. Writers also have difficulty in detaching or distancing themselves from their writing. These limitations indicate that composition teachers need to instruct students as to the nature and purpose of criticism and the dynamics of peer feedback in the workshop discussion approach. Teachers should also provide clear, explicit directions for the critiquing process and institute procedures for collecting data on group responses over several sessions. (RL)

ED214203 CS206832

Haugen, Nancy S.

An Investigation of the Impact of the Wisconsin Writing Project on Student Composition.

Pub Date Mar 82

Note-17p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Comparative Analysis; Grade 5; *Inservice Teacher Education; Intermediate Grades; *Program Effectiveness; *Teacher Effectiveness; *Teacher Role; *Writing Instruction; *Writing Research

Identifiers-*Wisconsin Writing Project

A study was undertaken to determine whether participation in the Wisconsin Writing Project (WWP) could influence teacher behavior to such an extent that it affected student writing achievement. Subjects were fifth grade students in six classes taught by teachers who had attended WWP summer institutes and six classes taught by teachers who had not attended the institutes but who were rated as highly competent by their administrators. Writing samples were collected from the students and holistically scored by two separate evaluators. The results revealed that the students of WWP-trained teachers did create compositions of better quality than did control group students. (FL)

ED214204 CS206833

Whiteman, Marcia Farr, Ed.
Writing: The Nature, Development, and Teaching of Written Communication. Volume 1, Variation in Writing: Functional and Linguistic-Cultural Differences.
Report No-ISBN-0-89859-101-5
Pub Date 81
Note-214p.; Collection of papers originally presented at the National Institute of Education's first Conference on Writing, June 1977.
Available from-Lawrence Erlbaum Associates, Inc., Publishers,-365 Broadway, Hillsdale, NJ 07642 ($19.95 cloth).
Document Not Available from EDRS.
Descriptors-Bilingual Students; *Cultural Differences; Dialects; *Educational Theories; Elementary Secondary Education; Foreign Countries; Higher Education; Language Usage; *Language Variation; Oral Language; Sociocultural Patterns; Sociolinguistics; *Writing Instruction; Writing Processes; *Writing Research; *Written Language
Exploring writing in its many social and cultural variations, the seven articles in the first part of this book show different genres of writing serving various purposes in diverse contexts, while the six articles in the second part examine the effects of oral language differences on the learning and teaching of writing. Topics covered in the articles include: (1) the ethnography of literacy, (2) writing in different cultures in the United States throughout history, (3) the status of writing in American society, (4) the status and politics of writing instruction, (5) literacy among the Vai people of Liberia, (6) the transition from oral to written culture, (7) the voice of varied linguistic and cultural groups in fiction, (8) teaching teachers about teaching writing to students from varied social and cultural groups, (9) dialect influence in writing, (10) Hispanic students and writing, (11) the written English of deaf adolescents, (12) the practical aspects of teaching composition to bidialectal students, and (13) bias in composition tests and the need for a culturally appropriate assessment technique. (FL)

ED214205 CS503719

Beall, Melissa L.

Communication Competence: A K-12 Interdisciplinary Approach.

Pub Date 13 Nov 81

Note-69p.; Paper presented at the Annual Meeting of the Speech Communication Association (67th, Anaheim, CA, November 12-15, 1981).

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Communication Skills; Curriculum; Elementary Secondary Education; *Interdisciplinary Approach; *Program Content; Program Descriptions; *Program Development; *Speech Communication; Speech Skills; Teaching Methods

Identifiers-Nebraska (Lincoln)

This paper describes the components of the interdisciplinary, kindergarten through grade twelve communication skills program developed by educators in the Lincoln, Nebraska, public schools. The paper contains (1) a brief discussion of the background of the communication skills program; (2) an overview of its characteristics; (3) statements of the program's content, implementation, and teaching strategies; (4) a depiction of the program model; (5) charts depicting student outcomes in the areas of communication codes, oral message evaluation, basic speech communication skills, and human relations for each grade level, as well as examples of school, occupational, citizenship, and maintenance applications of each outcome; (6) achievement indicators for each grade level; and (7) student assessment record forms. (FL)

ED214206 CS503751

Jones, Tricia S.; Remland, Martin S.
Cross-Cultural Differences in Self-Reported Touch Avoidance.
Pub Date [81]
Note-28p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adults; *Behavioral Science Research; *Body Language; Communication Research; Comparative Analysis; *Cultural Differences; Cultural Influences; *Interpersonal Relationship; Nonverbal Communication; Sex Differences; *Social Behavior
Identifiers-Far East; Mediterranean Region; Near East; *Tactile Communication; *Tactile Defensiveness; United States
Two hundred forty-eight male and female subjects from United States, Mediterranean, Near East, and Far East cultures completed a touch avoidance measure in a study examining cultural differences in touching behavior. Factor analysis of the instrument yielded four factors: opposite sex, other-directed same sex, kissing, and self-directed same sex. Results indicated that Americans were less adverse to opposite sex and self-directed same sex touching than were Mediterraneans and were less adverse to opposite sex touching, kissing, and other-directed same sex touching than Far Easterners. The analysis also revealed that people from Near East cultures were less adverse to opposite sex touching than were Mediterranean or Far Eastern people, and less adverse to other-directed same sex touching and kissing than Far Easterners. An auxillary analysis of the effects of sex and age on the touch avoidant attitudes of Americans and Far Easterners revealed that females were less adverse than males to other-directed same sex touching, kissing, and self-directed same sex touching. For opposite sex touching there was a correlation between sex and culture. American males and females did not differ but Far Eastern females were more touch avoidant than Far Eastern males. American females were less touch avoidant than Far Eastern males or females on the opposite sex factor. No effects for age were detected. (Author/HTH)

ED214207 CS503771

LaRose, Robert; Eisenstock, Barbara

Techniques for Testing the Effectiveness of Minority Portrayals in Multi-Cultural Children's Programming.

Pub Date May 81
Note-31p.; Paper presented at the Annual Meeting of the International Communication Association (Minneapolis, MN, May 21-25, 1981).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-American Indians; Asian Americans; *Attitude Change; Black Students; Change Agents; Characterization; Elementary Education; *Identification (Psychology); Mexican Americans; Minority Groups; *Programing (Broadcast); *Racial Attitudes; *Racial Identification; *Television Research; White Students
Identifiers-*Media Effects

Two studies were conducted to develop techniques for testing the effectiveness of minority portrayals in television programing. In the first study, 666 fourth and fifth grade children (Chicanos, blacks, Asians, American Indians, and Anglos) viewed a composite episode of the American Broadcasting Corporation's (ABC) Saturday morning "Superfriends" cartoon series, and answered questions about their opinions of the minority characters in the show to determine minority children's identification with minority characters. The usual pattern of identification by minority children with majority characters rather than with characters from their own group was nearly significant among Asians and highly significant among Chicano children, but black children identified with the black "Superfriends" character more than with the comparable Anglo character. In the second study, which focused on interracial attitude change associated with exposure to a Public Broadcasting System (PBS) multicultural series about Indochinese children, 472 children in grades three through six were pretested to determine their racial attitudes. The children then viewed the pilot

episode of the series, and were posttested to determine an attitude change. The results indicated significant positive changes in racial attitudes toward Indochinese children. The results of both studies indicate that it is possible to create minority television characters capable of establishing identification with minority children and of positively affecting the interracial attitudes of other viewers. (HTH)

ED214208 CS503773

Taugher, C. David; Taugher, Patricia E.
A Survey of Graduate Programs in Organizational Communication.
Pub Date Nov 81
Note-38p.; Paper presented at the Annual Meeting of the Speech Communication Association (67th, Anaheim, CA, November 12- 15, 1981).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Doctoral Programs; *Graduate Study; Higher Education; *Masters Programs; National Surveys; *Organizational Communication; School Surveys
Intended to help potential graduate students in communications choose the university that best suits their needs, this paper presents the results of a survey of universities offering programs in organizational communication. A general geographic and demographic description is included for each of the 18 responding universities. The survey information includes (1) the length of operation of the program, (2) the number of full-time faculty, (3) the unique qualities of the program, (4) the characteristics of the students sought for the program, (5) how the program can be improved, (6) additional comments about the program, and (7) an address for finding additional information on the program. (RL)

ED214209 CS503774

Eadie, William F.
The Relationship between Communicator Attitudes and Communication Behavior: Initial Evidence.
Pub Date Feb 82
Note-19p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Attitude Measures; *Attitudes; College Students; *Communication Research; Higher Education; *Interpersonal Competence; *Psychological Patterns
Identifiers-*Communicator Style; *Interpersonal Communication; Sensitivity
A study examined the relationship between communicator attitudes and communication behavior by having 122 college students complete the RHETSEN scale of communication attitudes and the Communicator Style Measure. The RHETSEN scale characterizes communication attitudes according to three communicator types: (1) the "rhetorically sensitive" (RS) person, who generally accepts the variability of communication and interpersonal relationships and does not try to avoid stylized verbal behaviors; (2) the "noble self" (NS), who sees any variat ion from personal norms as hypocritical and a denial of integrity; and (3) the "rhetorical reflector" (RR), who presents a different self for each person or situation. The Communicator Style Measure examines style along dominant, dramatic, contentious, animated, impression leaving, relaxed, attentive, open, and friendly dimensions. In examining the relationships between the three components of the RHETSEN measure and the nine components of the Communicator Style Measure, it was found that persons who scored high on the RS scale tended to see themselves as being less animated, relaxed, and impression leaving than others. Persons who scored high on the NS scale, on the other hand, tended to see themselves as being more dramatic, impression leaving, and attentive. The RR attitude was not associated with any general style of communication. (RL)

ED214210 CS503776

Austin, Bruce A.

Attitudes toward Motion Pictures among College Students.

Pub Date [81]
Note-27p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Attitude Change; *Audiences; College Students; *Films; Higher Education; *Media Research; *Student Attitudes
Identifiers-*Audience Analysis

Several reasons for studying motion pictures and patrons' attitudes toward them include the following: (1) current data show that motion pictures account for 53% of the total United States spectator amusement expenditures; (2) the average weekly United States movie attendance has plummeted by more than half since 1930; (3) despite this decline, box office records continue to be broken by one or two films annually; and (4) there is little systematic collection and dissemination of movie audience research. In this light, a study was conducted to examine the attitudes of college students toward motion pictures. Subjects were asked to complete a questionnaire about their movie attendance and attitudes. For purposes of analysis, the 170 respondents were placed into one of two attendance groups: occasional movie goers (attending one movie per month or less) and frequent movie goers (attending more than one movie per month). A composite movie attitude index was constructed to assess the sample's overall attitudinal disposition toward motion pictures. Consistent with previous research findings, males were found to hold a more favorable attitude toward movies and to attend them more frequently than females. Contrary to all previous research, the subjects in the present study were found to hold a somewhat unfavorable attitude toward movies, which parallels the decline in movie admissions over the years. (HTH)

ED214211 CS503777

Austin, Bruce A.

The Motion Picture Audience: A Neglected Aspect of Film Research.

Pub Date Apr 82
Note-45p.; Paper presented at the Meeting of the Ohio University Film Conference (Athens, OH, April 1982).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Attitudes; *Audiences; *Film Industry; *Films; Literature Reviews; *Media Research; *Research Needs
Identifiers-*Audience Analysis

There has been little valid and reliable research of the motion picture audience. Specific reasons for the movie industry's own inattention to audience research include the early popularity of films and the fact that since the industry does not sell advertising it does not need to account for its audience size and preferences. Some researchers suggest that the artistic nature of film making and the industry's mistrust of researchers also account for the shortage. The fact that little audience research has been conducted by independent scholars and social scientists can be traced to at least six factors: (1) the notorious difficulty of access to facts about the secretive and insular film industry, (2) researchers' agreement with the film industry's assumption that each film presents a new problem and cannot be considered a typical product, (3) the difficulty or inability to attract funding for such work, (4) the vulgar associations attached to the newness and popularity of the cinema, (5) the feeling that what little there is to be said on the sociology of cinema is trite or well known, and (6) widespread research attention directed at television at the expense of movie research. Whatever the reasons for this shortage, and these suggested are not conclusive, there is clearly a need for such research in the areas of antecedent conditions to movie attendance, contexts of the movie experience, public preferences for movie genres, and attitudes toward motion pictures. (HTH)

ED214212 CS503779

Powell, Joyce

The Challenge of Including Technical Communications in the Vocational Occupational Programs in the Two-Year College.

Pub Date Oct 81

Note-7p.; Paper presented at the Annual Meeting of the Southwest Regional Conference on English in the Two-Year College (Little Rock, AR, October 1-3, 1981).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Communication Skills; Consumer Education; *Developmental Programs; Interpersonal Relationship; Program Descriptions; *Program Development; Student Needs; Study Skills; *Technical Writing; Two Year Colleges; Vocational Education; Writing Instruction

Currently two-year colleges are faced with the challenge of developing and implementing programs of technical communications that will serve the wide range of needs of the vocational-technical student. Cedar Valley College (Texas) responded to this challenge by developing a communications course for the developmental student. The course has four units: (1) the improvement of interpersonal skills in which students are taught to recognize nonverbal communication, to listen actively, to locate the main thought while reading, and to select appropriate language for communicating messages; (2) the improvement of learning skills in which students are taught to take notes, to study, and to ask and answer questions; (3) the improvement of on-the-job communication that focuses upon the student's special technical area of work; and (4) the improvement of consumer communication skills that focuses on the student's awareness of persuasive techniques. Students at the academic proficiency level were offered a college transfer level communications course that combined communication skills with practical career activities. Each of these courses takes into account the special needs of the student and recognizes the role that language plays in a student's life. (HOD)

ED214213 CS503780

Bock, Douglas G.; Bock, E. Hope
Evaluating Classroom Speaking.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Speech Communication Association, Annandale, Va.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date 81
Contract No-400-78-0026
Note-47p.; TRIP: Theory & Research into Practice.
Available from-Speech Communication Association, 5105 Backlick Rd., Annandale, VA 22003 ($3.00).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Check Lists; *Classroom Communication; Educational Theories; Evaluation Criteria; *Evaluation Methods; Higher Education; Rating Scales; Secondary Education; *Speech Communication; *Speech Evaluation; *Student Evaluation; Teaching Methods
Identifiers-*Theory Practice Relationship
As one of a series of sharply focused booklets based on concrete educational needs, this booklet provides teachers with educational theory and research on evaluating classroom speaking and presents suggestions for the application of the theory in regular classroom situations. The section on theory and research begins by describing a model of the evaluation process, then discusses various rating errors in the evaluation process. With the theoretical basis for rating and speech evaluation in mind, the section on practice examines several teaching issues that emerge when actually rating speeches in the classroom setting. These issues include when and how to evaluate speaking performances, the modes of evaluation, who should make the evaluations, and suggestions for constructing an evaluation instrument. The concluding section contains sample copies of 13 evaluation forms and descriptions of their intended uses. A list of references is provided. (RL)

ED214214 CS503781

Hudson, David D.

A Theoretical Model for Developing Speech Communication Competencies in the Basic Speech Course.

Pub Date Jun 81

Note-19p.; Paper presented at the Meeting of the Asian Studies on the Pacific Coast Conference (Honolulu, HI, June 1981).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Communication Skills; *Competency Based Education; Course Descriptions; Curriculum Development; Higher Education; Minimum Competencies; Models; *Speech Communication; *Speech Curriculum; Speech Instruction; Speech Skills

Intended as a curriculum development aid for speech communication instructors, this paper provides an outline model for basic speech competencies. The first section of the outline offers approaches to the basic speech communication course, including traditional versus competency-based approaches to education, and presents the three dimensions of a competency-based model of speech instruction. The second major section provides definitions of competence, while the third section elaborates on the definitions and dimensions of communication competence. The fourth major section details the different levels of competency, including generic, definitive, and enabling competencies, and the fifth presents suggestions for ways to describe competence, including criteria, standards, and conditions. The paper concludes with a detailed description of an enabling competence for an introductory speech course, first for planned, purposeful interaction, then for small group discussion. (HTH)

ED214215 CS503782

Pearson, Judy C.; Turner, Lynn H.

The Relationship between Psychological Sex Type and Communication Apprehension.

Pub Date Feb 82
Note-29p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Denver, CO, February 19-23, 1982).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Anxiety; College Students; *Communication Problems; *Communication Research; Correlation; Higher Education; Inhibition; *Psychological Patterns; Self Evaluation (Individuals); Sex Differences; *Sex Role
Identifiers-*Communication Apprehension

A study examined the relationship between self-reported communication apprehension and psychological sex type as measured by the Bem Sex Role Inventory (BSRI). The BSRI identifies people as masculine (high in masculinity, low in feminity), feminine (high in femininity, low in masculinity), androgynous (high in both femininity and masculinity), and undifferentiated (low in both femininity and masculinity). Subjects were 232 college students who completed the self report measures. Regression analyses of the data illustrated the usefulness of replacing the four-part matrix classification of the BSRI with other factors that emerge from the instrument. As hypothesized, leadership and incisiveness were factors demonstrated to have an inverse relationship to communication apprehension. On the other hand, there was no apparent relationship demonstrated between communication apprehension and self-reported masculinity/femininity, empathy, diplomacy, or biological sex. (RL)

ED214216 CS503784

Housel, Thomas J.

Conversational Processing: The Effects of Themes and Attention-Focusing Strategy on Comprehension, Recall Accuracy, and Uncertainty Reduction.

Pub Date Feb 82
Note-43p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Denver, CO, February 19-23, 1982).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Ambiguity; *Attention; *Cognitive Processes; College Students; *Communication Research; Higher Education; *Listening Comprehension; Listening Skills; Recall (Psychology)
Identifiers-*Conversation; *Focusing Strategies; Interpersonal Communication; Schemata

A study examined the effects of conversational themes and attention-focusing strategies on conversational comprehension. The variables in the study were (1) the presentation of ambiguous versus unambiguous themes of conversations, (2) using personal versus content-oriented themes in conversations, and (3) presenting listeners with personal versus content attention-focusing strategies (asking participants to focus on a personality type versus focusing on the content of the message). The subjects were 247 college students who were divided into 16 groups that heard various combinations of the three variables and two stimulus messages. After the subjects received the attention-focusing strategy and theme statement appropriate to their experimental group, they listened to the stimulus conversation and completed recall accuracy and uncertainty reduction tests. The posttests were administered again one week following the experiment. The results demonstrated that unambiguous themes predicted conversational comprehensibility and recall accuracy. Type of theme also had a significant impact on these dependent measures as well as on uncertainty reduction. The results suggested that personal conversational information may be processed differently from content conversational information. (RL)

ED214217 CS503785

Copeland, Gary A.; Adams, R. C.

An Evaluation of Gender and Psychological Sex Type as Variables in Communication Research.

Pub Date Apr 82

Note-24p.; Paper presented at the Annual Meeting of the Central States Speech Association (Milwaukee, WI, April 15-17, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-College Students; *Communication Research; Persuasive Discourse; *Predictor Variables; *Psychological Characteristics; *Research Methodology; *Sex Differences; *Speech Communication

Identifiers-Communication Apprehension; *Interpersonal Communication

An individual may be sex typed (masculine male or feminine female), cross typed (masculine female or feminine male), or not sex typed (androgynous or undifferentiated). The use of psychological sex typing, in place of or in addition to gender, as an independent or mediating variable should, given reliable measurement, enhance the validity of research results by a more detailed accounting for the variance of the dependent variables. With this in mind, a study investigated two questions. (1) Does analysis of dependent measures over psychological sex type produce results meaningfully different from those obtained when using the traditional breakout by sex and, if so, what differences are observed? (2) Since the traits under study are inferred from performance on paper and pencil measures and are presumed to have social roots, what relationships are observed among them? Data were gathered from 86 college students enrolled in a basic course in interpersonal communication. Among the results is an indication that the combination of gender and sex-type variables improves the accounting for the variance only nominally, and that the use of sex type variable provides opportunity for the formulation of more precise theoretical constructions. (HOD)

ED214218 CS503786

Austin, Bruce A.

MPAA Film Ratings and Film Attendance: A Test of Reactance Theory.

Pub Date May 82
Note-26p.; Paper presented at the Annual Meeting of the Eastern Communication Association (Hartford, CT, May 8, 1982).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Audiences; *Evaluation Criteria; Film Industry; *Films; High School Students; *Media Research; Secondary Education; Theories
Identifiers-*Audience Response; *Motion Picture Ratings

Reactance theory predicts that when a behavioral freedom is restricted or eliminated an individual is motivationally aroused to restore that freedom. This theory served as the basis of a study that investigated whether motion picture ratings, specifically R and X ratings, acted as a source of reactance arousal for high school students. Subjects were 130 high school freshmen and seniors who were asked to indicate their likelihood of attending each of four different fictional films based on a film plot synopsis given to them on a single page. In addition to a plot summary, the page also provided information about the director, producer, screenwriter, and actors in the movie. Each also contained a notice of the film's rating. The experimental condition consisted of manipulating the rating over the four synopses. The students also completed self-report instruments and a questionnaire concerning their actual movie attendance patterns and eliciting demographic information. The results indicated only limited support for the reactance theory. Significant differences in likelihood of attendance were found for the sample as a whole and among students under 17 years of age. Data from the self-report measures and questionnaire showed that the subjects preferred movies with PG or R ratings. (FL)

ED214219 CS503787

Swanson, Charles H.
Recommended Oral Communication Competencies (Grades 9-12).
Spons Agency-Eastern Communication Association.
Pub Date Mar 82
Note-15p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Curriculum Development; Elementary Secondary Education; Guidelines; *Minimum Competencies; *Models; Program Descriptions; *Speech Communication; *Speech Curriculum
Identifiers-West Virginia Speech Association
The purpose of the project described in this paper was to develop, publish, and disseminate a model set of oral communication competencies for West Virginia students in kindergarten through grade 12. The first section of the paper discusses the purpose of the project, which was prompted by the growth of the competency movement, and provides some background information about it. The second section explains the data gathering phase of the project, which involved the use of the Delphi method of surveying members of the West Virginia Speech Association (WVSA) in three separate rounds in order to develop a consensus for the final listing of competencies. The third section briefly outlines the process of publishing the competencies list, while the fourth section offers a more detailed look at their dissemination. The fifth section discusses the consequences of the project, including a sharpened focus in the English-language arts curriculum development of West Virginia schools, and an increase in membership in the WVSA. The final section lists three recommendations from the project: (1) the need for the WVSA to develop a system to monitor the actual implementation of speech education in the state, (2) the need for all professional organizations to monitor speech education in secondary schools, and (3) the need for future projects similar to this one. A copy of the competencies and a project budget report are appended. (FL)

ED214220 CS503788

Hample, Dale

On the Senses of "Argument."

Pub Date Feb 82
Note-30p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Denver, CO, February 19-23, 1982).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Cognitive Processes; *Language Usage; *Persuasive Discourse; *Speech Communication; *Theories

In order to clarify and define the subject matter of argumentation, this paper examines the two senses of argument identified by D. J. O'Keefe and then proposes a third sense of argument as another legitimate perspective in argumentation. As discussed in the paper, O'Keefe's two senses of argument are a thing people make and a kind of interaction people have. The third sense of argument proposed in the paper refers to the mental processes by which arguments occur within people and includes (1) the perceptual and inferential event of noticing an argument or the need for one, (2) the memorial processes of storage and retrieval of pertinent cognitive elements, (3) the information processing that is applied to the argument and its potential parts, (4) the creative energies that generate new arguments or responses to them, and (5) the productive abilities that give form to utterance. The paper examines the theories of Plato, Aristotle, C. A. Willard, B. R. Burleson, J. W. Wenzel, and C. Perlman, finding evidence of this sense of argument, and then reviews the features of the first two senses of argument, discovering that the third sense is useful in understanding them. In conclusion, the paper examines the S. Jackson and S. Jacobs program of research on conversational argument and finds that it is heavily dependent on the third sense of argument. (FL)

ED214221 CS503789

Owen, Gordon R.

Back to a Basic in Lifelong Learning: Personal and Small Group Problem Solving.

Pub Date Jul 81

Note-15p.; Paper presented at the Meeting of the Speech Communication Association Conference on Communication and Gerontology (Edwardsville, IL, July 24, 1981).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Course Content; Course Descriptions; Course Organization; *Group Dynamics; Higher Education; Interpersonal Relationship; *Lifelong Learning; *Older Adults; *Problem Solving; Speech Communication; *Speech Curriculum

Identifiers-*Interpersonal Communication; *Small Group Communication

A course for older learners in practical applications of basic interpersonal communication techniques is proposed in this paper. Following a review of the current status of lifelong learning programs, the discussion shifts to a two-part outline of a course designed to train older students in effectively solving both personal and social problems. The first part presents a sequence of techniques for solving interpersonal problems and disagreements on a one-to-one basis. The second part focuses on small group information sharing and problem solving procedures, moving sequentially from problem analysis to causal inquiry to solution advocacy. (RL)

ED214222 CS503790

Baglan, Thomas; Nelson, Doris

A Comparison of the Effects of Sex and Status on the Perceived Appropriateness of Nonverbal Behaviors.

Pub Date Apr 82

Note-21p.; Paper presented at the Annual Meeting of the Southern Speech Communication Association (Hot Springs, AR, April 6-9, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Attitudes; *Behavior Patterns; College Students; *Communication Research; Females; Higher Education; *Interaction; Interpersonal Competence; Males; *Nonverbal Communication; *Sex Differences; *Status

Identifiers-Interpersonal Communication

A study examined perceptions of the appropriateness of nonverbal behaviors in dyadic interactions. A questionnaire was constructed containing descriptions of nine touching, posture, and personal space behaviors likely to occur in normal dyadic interactions, such as entering a room without knocking, leaning back and putting one's feet on a desk, addressing another by first name, stepping aside in a hallway to let another pass, failing to laugh at another's joke, and interrupting someone during a conversation. For each type of behavior listed, four different contexts were constructed. The first two described a male/female dyad with the behavior performed by the male, then the female. The other two were high status/low status dyads, with the behavior performed by the high status person, then by the low status person. The subjects, 298 college students, were asked to rate the appropriateness of the behaviors described. The results indicated that touching, posture, and personal space behaviors were considered more appropriate for high status persons than for low status persons, while few differences were found between the sexes. Putting one's feet on the desk and stepping aside in the hallway were considered more appropriate for males, and failing to laugh at a joke and gesturing for another to come around to her side of the desk were considered more appropriate for females. (HTH)

ED214223 CS503791

Hellweg, Susan A.; King, Stephen W.

Comparative Evaluation of Political Candidates: Implications for the Voter Decision Making Process.

Pub Date Mar 82

Note-11p.; Paper presented at the Meeting of the Western Political Science Association (San Diego, CA, March 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Behavioral Science Research; *Communication Research; Credibility; *Decision Making; Decision Making Skills; Differences; *Evaluation Criteria; *Evaluative Thinking; Factor Analysis; Politics; Public Opinion; Research Methodology; *Voting

Identifiers-*Political Candidates

A study was conducted to examine the evaluative criteria or schemata that voters use in making decisions about competing candidates. More specifically, the study sought to determine (1) whether the criteria that voters employ differ between the candidates, and (2) the relative importance of various candidate-specific criteria in the voting decision process. It was hypothesized that, in contrast to the traditional view of a unitary voter decision process, with one candidate compared to another using a general standard criterion for candidate acceptability, there existed multiple criteria unique to each candidate as part of the evaluative process. The 277 undergraduate students in the study were given 29 credibility scales to complete in response to the 1980 United States Presidential candidates Jimmy Carter and Ronald Reagan, an ideality scale for each, and a projected voter behavior scale. Data emerging from the research were submitted to factor analysis and

discriminant analysis. The results of the study supported the idea of unique criteria being employed in the evaluation of each individual candidate, suggesting a more complex model of voting behavior than the traditional view previously advanced. (RL)

ED214224 CS503792

Larson, Charles U.

Boycott as a Persuasive Tactic in Attempting to Ratify E. R. A.

Pub Date Apr 82
Note-10p.; Paper presented at the Annual Meeting of the Southern Speech Communication Association (Hot Springs, AR, April 6-9, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Conferences; Hotels; *Motivation Techniques; *Persuasive Discourse; Political Issues; *Professional Associations
Identifiers-*Boycotts; *Equal Rights Amendment; Speech Communication Association

The Speech Communication Association's (SCA) decision to participate in a boycott of convention facilities to press for ratification of the Equal Rights Amendment (ERA) has been ineffective (not a single state has ratified the ERA since the inception of the boycott) and may be counterproductive. In Illinois, the boycott was aimed primarily at the hotel facilities in Chicago, but the state legislature is dominated by downstate politicians, so the boycott does not affect those whose votes need to be changed. Further, the SCA's decision to boycott was conveyed to the governor of the state and the party leaders in the legislature, but word never reached the membership of either house. Such a boycott disrupts only a small portion of the total convention revenues, and since many conventions are booked years in advance, the hotels are only too glad to cancel in favor of more lucrative bookings. Furthermore, since the hotels are likely to cut primarily women and minority staff members to compensate for lost revenues, the boycott ends up being counterproductive. Most of the groups boycotting for ERA ratification have a membership that is much smaller and on a tighter budget than those organizations continuing to use hotel facilities, so their political impact is minimal. While the boycott may be an important symbolic gesture, survey results indicate that it alientates potential supporters among the uncommitted and is being carried out at the expense of more effective direct mail and phone campaigns aimed at legislators. (HTH)

ED214225 CS503793

Public Television and Public Radio Awareness, Viewing and Listening, On-Air Fund Raising, 1981.

Corporation for Public Broadcasting, Washington, D.C. Office of Communication Research.; Statistical Research, Inc., Westfield N.J.

Pub Date Feb 82

Note-95p.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Attitude Measures; *Attitudes; Behavioral Science Research; Financial Support; *Fund Raising; Media Research; *National Surveys; *Programing (Broadcast); *Public Television; Radio; Research Methodology; *Television Viewing

Identifiers-*Public Radio

A 1981 nationwide study of awareness of public broadcasting, viewing, and listening habits for public television and public radio, and reactions to on-air fund raising by public broadcasting stations are described in this report. Information on the survey and the analysis of the results have been organized into two sections, one presenting results for television viewing, the other presenting results for radio listening. Each of the two sections provides highlights of the findings, a comparison of the 1981 findings with the findings of a similar study conducted in 1979, and a detailed discussion of the 1981 findings. The detailed presentation of the findings includes the following observations: (1) most people are favorable toward on-air fund raising by public broadcasting stations and realize that it is a necessary activity, but a majority of people agree that these appeals make people uncomfortable to the point of avoiding fund requests; (2) more people are aware of public television than public radio; and (3) the 1981 findings compare favorably with the 1979 findings. Two appendixes provide a copy of the questionnaire and a detailed discussion of research methodology, including sample design, interviewing procedures, and variability of survey results. (RL)

ED214226 CS503794

Speech Research: A Report on the Status and Progress of Studies on the Nature of Speech, Instrumentation for Its Investigation, and Practical Applications, January 1-March 31, 1982.

Haskins Labs., New Haven, Conn.

Spons Agency-National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; National Inst. of Neurological and Communicative Disorders and Stroke (NIH), Bethesda, Md.; National Science Foundation, Washington, D.C.

Report No-SR-69

Pub Date 82

Contract No-NICHHD-N01-HD-1-2420

Grant-NICHHD-HD-01994; NIH-RR-05596; NINCDS-NS-13870; NSF-PRF-8006144

Note-301p.

EDRS Price - MF01/PC13 Plus Postage.

Descriptors-*Articulation (Speech); Auditory Perception; *Hearing Impairments; Language Skills; Memory; *Oral Language; Perceptual Motor Coordination; Psychomotor Skills; Reading Ability; Sign Language; *Speech Communication; *Speech Handicaps; Speech Skills

One of a regular series on the status and progress of studies into the nature of speech, instrumentation for its investigation, and practical applications of research, this report covers the period of January 1 to March 31, 1982. The 13 studies deal with the following topics: (1) speech perception and memory coding in relation to reading ability, (2) the use of orthographic structure by deaf adults, (3) information support for speech, (4) the stream of speech, (5) using the acoustic signal to make inferences about place and duration of tongue-palate contact, (6) the patterns of human interlimb coordination that have emerged from the properties of nonlinear limit cycle oscillatory processes, (7) motor control, (8) the nature of motor control in Down's syndrome, (9) periodicity and auditory memory, (10) reading skill and language skill, (11) the role of sign order and morphological structure in memory for American Sign Language sentences, (12) perception of nasal consonants with special reference to Catalan, and (13) speech production characteristics of the hearing impaired. (FL)

ED214227 EA013843

Schaible, Wayne E.

Superintendent Contracts: What Should They Say?

Pub Date Apr 81

Note-12p.; Paper presented at the Annual Meeting of the National School Boards Association (41st, Dallas, TX, April 11-14, 1981). For a related document, see ED 207 137.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Board Administrator Relationship; Board of Education Role; *Contracts; Elementary Secondary Education; Guidelines; *Superintendents

The superintendent's contract embodies the community's expectations of the school system's chief executive officer. The contract allows the school board and the superintendent to accomplish a number of tasks, including assuring stability in the district's leadership, creating means for resolving conflicts, and establishing procedures for meeting the board's standards and expectations. Both the board and the superintendent should have the contract reviewed by their attorneys. Because superintendents generally cannot hold tenure, the contract is a superintendent's only tangible employment security protection. A model contract should cover the following items: the contract's term; a brief description of the superintendent's professional responsibilities;

salary amount; regular fringe benefits as well as association dues payments, life insurance, and indemnification against job-related claims against the superintendent; evaluation areas and the rating systems to be used; contract renewal processes; and provision for board approval of the contract in a public meeting. (RW)

ED214228 EA013888

Scheirer, Elinor A.

Sociological Bases of Informal Education: An Ethnographic Study of an Informal Middle School in England.

Pub Date Mar 81

Note-16p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Philadelphia, PA, March 13, 1981).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Case Studies; Classroom Observation Techniques; Discovery Learning; Foreign Countries; Individualized Instruction; Intermediate Grades; *Middle Schools; *Nontraditional Education; Open Education; School Schedules; Staff Development; Student Teacher Relationship

Identifiers-*England; Infant Schools (United Kingdom); *Informal Education

To examine the cultural context and theoretical basis of an educational system similar to the British infant school approach, this study undertook observation and analysis of a British middle school practicing what is called "informal education" (to differentiate it from other similar innovations such as open education, individualized instruction, or learning centers). Data were collected through six months of observation of school activities. Observations suggest that crucial to the functioning of the system is the fact that all the teachers relate to all the students, rather than only to those in their classes. The pattern of the school day (workshops, school assembly, playtime, lunch, voluntary activities, mathematics, reading and special topics, and story time) supports such interaction, as well as supporting staff interaction. Staff interactions provide an informal type of inservice training. Formal staff development activities include visits to other schools and faculty meeting discussions. Since the head of the school has considerable influence over the selection of new teachers, most on the staff share similar views regarding teaching and learning. This study is intended to have implications for schools in the United States that have objectives similar to those of British schools using informal educational approaches. (Author/JM)

ED214229 EA014001

Supporting Innovations in Education: Preparing Administrators, Supervisors and Other Key Personnel. Report of a Technical Working Group Meeting (Seoul, South Korea, September 29-October 11, 1980).

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.

Pub Date 81

Note-94p.; Meeting organized as an activity of the Asian Programme of Educational Innovation for Development (APEID).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Administrator Education; *Administrator Role; Administrators; *Developing Nations; Educational Administration; Educational Change; *Educational Development; *Educational Innovation; Elementary Secondary Education; Foreign Countries; Higher Education; *Management Development; Science Education; Supervisors; Technical Education

Identifiers-Bangladesh; India; Indonesia; Japan; Malaysia; Nepal; Pakistan; Philippines; South Korea; Sri Lanka; Thailand

Eleven countries (Bangladesh, India, Indonesia, Japan, Malaysia, Nepal, Pakistan, Philippines, South Korea, Sri Lanka, and Thailand) participated in a 1980 meeting on methods of training educational administrators and supervisors to be supportive of educational innovation. This report summarizes the proceedings of that meeting and the recommendations made for better training of key personnel regarding educational innovations. The first chapter of the report consists of presentations of the participants concerning innovations implemented or suggested for bringing about changes in teaching and learning in their countries, especially in science and technology education. The second chapter summarizes the current preparation of key educational personnel in each country, with special reference to new planning procedures. Chapter 3 looks at problems and issues related to the preparation of key administrative and supervisory personnel to support innovations in teaching and learning. Finally, recommendations for better preservice and inservice training of administrators are made, including national administrative institutes of education and advanced level workshops. (Author/JM)

ED214230 EA014277

Kohler, Lewis T., Ed.
Negotiations and the Manager in Public Education. A Sourcebook for School Business Officials, School Board Members and Other School Administrators.
Association of School Business Officials of the United States and Canada, Park Ridge, IL. Research Corp.
Report No-ISBN-0-910170-16-9
Pub Date 80
Note-427p.
Available from-Publications Department, Research Corporation of the Association of School Business Officials of the United States and Canada, 720 Garden Street, Park Ridge, IL 60068 ($27.50).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Administrator Role; Administrators; Arbitration; Boards of Education; *Collective Bargaining; Conflict Resolution; *Contracts; Contract Salaries; Costs; Elementary Secondary Education; Glossaries; Grievance Procedures; Labor Legislation; *Labor Relations; Merit Pay; *Negotiation Agreements; *Negotiation Impasses; Planning; Principals; Teacher Strikes; Trend Analysis; Unions
Identifiers-Factfinding; *Negotiators

Designed to help school business managers understand management-labor relations, this handbook outlines a managerial approach to negotiations designed to protect the local educational agency's needs. The principles and philosophy of negotiations as well as its legal setting are presented in the introduction and first two chapters. Chapters 3, 4, and 5 discuss the role and involvement of educational management staff in preparing for sound management-labor relations. The form and process of negotiations are highlighted in chapter 5 on the "negotiations table." The next three chapters discuss psychological aspects of negotiations and also focus on the characteristics of the negotiator and the employee group. Chapter 9 deals with negotiation tactics and chapter 10 looks at how to analyze the actual costs of contract demands. Chapter 11 covers conflicts between parties at the table. The implications of and strategies for dealing with all aspects of strikes can be studied in chapter 12. Chapter 13 deals with the administration of the contract at the site level. Chapter 14 looks at negotiating merit pay for administrators. The book concludes with a presentation of current trends in negotiations. A lengthy appendix includes glossaries, examples of contract provisions, and a hypothetical factfinder's report. (Author/JM)

ED214231 EA014278

A Wage and Salary Program Based on Position Evaluations for Administrative and Supervisory Personnel.

Association of School Business Officials of the United States and Canada, Park Ridge, IL. Research Corp.
Report No-ISBN-0-910170-15-0
Pub Date 80
Note-26p.
Available from-Publications Department, Research Corporation of the Association of School Business Officials of the United States and Canada, 720 Garden Street, Park Ridge, IL 60068 ($8.95).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Administrators; Elementary Secondary Education; Evaluation Criteria; Guidelines; *Job Analysis; Job Performance; *Occupational Information; Principals; *Salaries; Salary Wage Differentials; Superintendents; Supervisors

Each step involved in developing an objective salary schedule for school administrators and supervisors is explained in this booklet. The schedule is based on job analysis (division of each administrative job into its component parts) and job evaluation (assignment of numerical points to indicate the relative importance of each position). The system establishes the relative value or importance of one administrative or supervisory position versus another within the same school district. Completed job evaluations are used to establish salary ranges based on the numerical value of each job. The job evaluation process begins with five steps: (1) write job descriptions or review existing descriptions; (2) select evaluative factors, such as education required, experience necessary, complexity of duties, latitude, and impact of errors; (3) determine different levels of each evaluative factor; (4) develop a numerical point system for each level; and (5) evaluate and assign a point score for each position. Once the system has been developed, each administrative position within the district must be evaluated. Finally, point scores are compared with current salaries by use of a scattergram and a final salary schedule drawn up. Included are a sample evaluation form, a salary scatter diagram, and a salary structure. (Author/JM)

ED214232 EA014399

How to Evaluate Your School Instructional Program. Curriculum Is a Board Member Responsibility.
California School Boards Association, Sacramento.
Report No-CSBA-N-4
Pub Date Nov 81
Note-36p.; Prepared by the 1980-81 CSBA Task Force on Evaluation of Instructional Programs and Materials.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Board of Education Role; *Curriculum Evaluation; Educational Assessment; Elementary Secondary Education; Evaluation Methods; Instructional Materials; Legal Responsibility; *Program Evaluation; State Legislation; Textbook Evaluation
Identifiers-*California

To help California school board members fulfill their duties, this guidebook tells them how to begin evaluating district curriculum and instructional materials. The first chapter reviews school boards' legal responsibilities for educational program evaluation, under California state law, state board of education decrees, and legal interpretations. Chapter two gives the beginning steps in evaluating instructional programs and suggests what individual board members' roles should be and what they should ask when visiting the schools. The formal evaluation process is discussed in chapter three, including district goal-setting, a sample board policy on curriculum planning, the instructional evaluation cycle, educators' and community members' roles in evaluation, and resources and criteria for the evaluation process. The final chapter presents examples of how four California school boards handled the evaluation of their instructional programs. Attached to the guidebook are a brief bibliography and a sample schedule for textbook evaluation. (Author/RW)

ED214233 EA014448

Hill, T. Susan

You Can't Afford for Teachers to Be Out, So Take These Steps Now to Stop Absenteeism.

National School Boards Association, Washington, D.C.
Pub Date Mar 82
Note-6p.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Administrator Attitudes; Administrator Role; *Board of Education Policy; Elementary Secondary Education; Institutional Characteristics; *Leaves of Absence; *Teacher Attendance; Teacher Attitudes; Teacher Characteristics
Identifiers-*Absenteeism (Employee)

Teacher absenteeism is a growing problem, according to this short guide on reducing absenteeism. The author briefly reviews the research data on absenteeism from national, state, and district sources. She lists the average costs of teacher substitution by district size and the characteristics of both districts and teachers with bad absence records. She then discusses the "absentee culture," identified and described by researchers on U.S. society, and outlines symptoms of the absentee culture at the board and administrative levels and among teachers and staff. To handle absenteeism and the absentee culture, the author suggests 17 strategies for school boards, central district offices, principals, and supervisors. Among the strategies are incentives for good attendance, unlimited sick leave accumulation, attendance requirements for tenure, centralized absence records, publication of attendance data, investigation of chronic absenteeism, and requirements that teachers asking for sick leave call the principal or supervisor personally. (RW)

ED214234 EA014449

How Milwaukee Officials Administer Their Board's Sick Leave Policy.
National School Boards Association, Washington, D.C.
Pub Date Mar 82
Note-6p.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Administrator Role; Board of Education Policy; Elementary Secondary Education; Guidelines; Guides; *Leaves of Absence; *Personnel Policy; *Teacher Attendance; Teacher Employment Benefits; Teachers
Identifiers-Milwaukee Public Schools WI; *Sick Leave

Techniques that reduced teacher absences from 8.7 to 7.6 per year in the Milwaukee Public Schools are described in this report. The techniques include (1) information, in each new teacher's orientation kit, on the district's attitude toward good attendance, (2) articles about sick leave in the staff bulletin, (3) periodic reminders and training for principals and supervisors concerning sick leave usage, (4) a space for comments on sick leave on staff evaluation forms, and (5) promotion of public health assistance programs. Some suggested techniques rejected by the teachers' union are presented, including an absence verification form to be filled out for every absence, a survey of employees on working conditions, and a requirement that teachers inform supervisors of each impending absence. Also included is a short outline of a handbook used by the district to teach principals and other supervisors the ABCs of effective sick leave administration. According to the description, the handbook includes forms for keeping attendance records, guidelines for chronic offenders, and incentives for good attendance. Also reproduced here are a warning letter sent to employees needing to improve their attendance record and a form used to summarize an attendance conference with such employees. (Author/JM)

ED214235 EA014455

Monahan, William
The Educational Professions: Preparation and Practice.
Iowa Univ., Iowa City. Inst. for School Executives.
Pub Date Feb 82
Note-5p.
Available from-Editor, The Executive Review, University of Iowa, 210 Lindquist Center, Iowa City, IA 52242 ($1.00).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Academic Achievement; Communication (Thought Transfer); Cooperation; Elementary Secondary Education; Graduation Requirements; Higher Education; Organization; *Preservice Teacher Education; Professional Education; Public Opinion; *School Support; *Teacher Education Programs; Teachers
Identifiers-*Teaching Doctorate Degree
To accomplish needed reform in education, this author recommends that a combination of purposes must be pursued; these involve the four major elements constituting an educational context, which are characterized as pattern, preparation, practice, and "compaction." Pattern is defined as all aspects of the structure and configuration of programing and roles represented at all levels of the educational spectrum, from courses, equipment, and teachers to yellow buses. Preparation is described as an element similar to pattern; the author explains that it requires that a particular pattern be involved and that it become preparation as it

moves from common schools to postsecondary experiences. Practice, according to the author, is related to preparation in the same way preparation is related to pattern; it has to do with doing well what one was prepared to do. The author describes "compaction" as involving educators' unifying around what they agree on. The paper concludes that one aid in accomplishing needed educational reform is the teaching doctorate. This would be a six-year teacher training program, with three years of liberal arts studies and three years of education studies, that would make teacher education programs professional programs. (Author/JM)

ED214236 EA014456

Adams, Vesper Marianne Zubrack

Full Service School Model: Toward a Valid Measurement of Effectiveness.

Pub Date 80

Note-206p.; Thesis submitted to the College of Graduate Studies and Research in partial fulfillment of the requirements for the degree of Master of Education, University of Saskatchewan, in the Department for the Education of Exceptional Children. A component of the Saskatoon Region Project. For related documents, see ED 173 757 and ED 195 963-964.

EDRS Price - MF01/PC09 Plus Postage.

Descriptors-*Delivery Systems; Disabilities; Educational Assessment; *Educational Environment; Elementary Education; *Evaluation Methods; *Exceptional Persons; Foreign Countries; Inservice Teacher Education; Mainstreaming; Outreach Programs; *Program Effectiveness; Program Implementation; Questionnaires; Resource Teachers; Rural Areas; Special Education

Identifiers-*Full Service School Model; *Saskatchewan (Saskatoon)

The primary aim of the study described in this thesis was to investigate the effectiveness of schools that implemented the Full Service School Model in the three regions that participated in the Saskatoon Region Special Services Project. The Full Service School Model refers to service delivery to exceptional children through personnel based within the school (that is, through regular classroom and resource teachers). Within each region, structured interview forms were prepared and administered to regular classroom teachers, resource teachers, and principals in two selected schools, one more successful in the implementation of the Full Service Model, the other less successful. A second purpose of the study was to analyze qualitatively those items that tended to discriminate between schools. The third purpose was to modify the initial evaluative instrument. The results indicate that a school climate that promotes factors of self-sufficiency, organizational readiness, and total staff involvement leads to a more effective degree of implementation of the Full Service School Model. A bibliography, applicable Canadian regulations, and interview forms are appended to the text. (Author/MLF)

ED214237 EA014458

Young, David G.
Education Vouchers: Boon or Bane?
Alberta Dept. of Education, Edmonton. Planning and Research Branch.
Pub Date Jul 81
Note-43p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Accountability; Administrative Problems; *Educational Economics; *Educational Vouchers; Elementary Secondary Education; Equal Education; Models; Private Schools; Public Schools; School Choice
Identifiers-Jencks (Christopher)

The idea of educational vouchers goes back to Adam Smith in 1778, according to this examination of past and present discussions about vouchers. The author begins by defining educational vouchers and summarizing the idea's history, especially since its revival in 1955 by economist Milton Friedman. Seven models of voucher systems are briefly outlined. One of the models, Christopher Jencks' regulated compensatory system, is described in detail and the results of its testing in the Alum Rock (California) Union Elementary School District are discussed. The author then reviews the arguments for and against vouchers. Supporters, he notes, claim that vouchers would promote social and economic equality, healthy competition among schools, accountability to parents, lesser financial pressures on nonpublic schools, and other benefits. Opponents' arguments, says the author, deal with social inequality, relationships between religion and public education, the appropriateness of the market analogy to education, and economic and administrative problems. The author points out the implications of regulated and unregulated voucher systems for the governance, funding, and delivery of education and concludes by reviewing the alternatives to vouchers available both generally and specifically in Alberta (Canada). (RW)

ED214238 EA014459

Recommendations for Relief from Burdensome State Mandates.
Pennsylvania State Dept. of Education, Harrisburg.
Pub Date Feb 82
Note-50p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Administrator Responsibility; Certification; *Compliance (Legal); Cost Effectiveness; Elementary Secondary Education; *Legal Problems; Personnel Policy; *School District Autonomy; Special Education; *State Legislation; *State School District Relationship

Identifiers-*Pennsylvania

The recommendations presented here are the products of a six-month project aimed at identifying state mandates that limit the discretion of local school boards and school administrators in Pennsylvania. The department of education in Pennsylvania first analyzed the cost of these mandates in dollars and in decreased local control of education; it then proposed mechanisms for returning decision-making authority to local school officials. The subjects of the recommended changes range widely from special education rules for identifying gifted students to physical education regulations affecting all students, from planning requirements for school construction to procedures for suspending disruptive students, and from the reporting of student attendance to the furlough of professional employees. Each mandate analyzed was singled out as unnecessarily costly or overly restrictive by school superintendents, school board presidents, or both. Twenty-one burdensome mandates are identified in this report; for each mandate the document includes a statement of the problem, the statutory source of the mandate, mechanisms for change, a discussion, and a recommendation for relief. (Author/JM)

ED214239 EA014461

Ferguson, James E.

Student Council Activity Resource Book.

National Association of Secondary School Principals, Reston, Va.
Report No-ISBN-0-88210-107-2
Pub Date 80
Note-45p.
Available from-National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091 ($3.00).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Check Lists; *Extracurricular Activities; Leadership Training; Meetings; *Resource Materials; School Activities; Secondary Education; *Student Government; Student Participation; Student Volunteers

The development of young people is the mission of the student council. The projects described in this booklet are intended as resources for council development and can be modified to suit individual school programs. Many of the projects are presented in detail to emphasize opportunities for the involvement of many students and to focus on the necessary planning involved. Among the projects suggested are teacher and course evaluation, school board representation, building improvement, vandalism prevention, homecoming activities, volunteer programs, special emphasis days or weeks, and fund-raising activities. Checklists, sample letters, release of liability forms, and worksheets are included. (MLF)

ED214240 EA014462

Reducing the Curriculum. A Process Model.
National Association of Secondary School Principals, Reston, Va.
Report No-ISBN-0-88210-134-X
Pub Date Jan 82
Note-20p.; Prepared by a Task Force of the National Association of Secondary School Principals.
Available from-National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091 (Stock No. 2108201; $2.00; quantity discounts; payment must accompany orders of $15.00 or less).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Check Lists; *Curriculum Evaluation; Declining Enrollment; Educational Finance; Educational Quality; Financial Problems; *Formative Evaluation; Problem Solving; Records (Forms); School Community Relationship; Secondary Education
Identifiers-*Curriculum Reduction

Improving the quality of education is difficult today when many schools are experiencing a steady decline in student enrollment and financial resources. In such a climate it is increasingly important to stretch resources and adjust programs to provide for the diverse needs of all students. The National Association of Secondary School Principals (NASSP) has developed a process model for reducing curriculum while maintaining the elements essential for educational quality. This guide for curricular analysis and decision-making is intended to give direction to principals and school communities in setting curricular priorities, making reductions, and finding alternatives. Since cutbacks in courses or programs are almost always controversial, great emphasis is placed on the quality and scope of information, the establishment of criteria, and the opportunity to hear all viewpoints. Course-rating sheets for students, departments, and committee members are appended to the guide. (Author/MLF)

ED214241 EA014463

Bayer, Alan E.

A School Transfer Typology: Implications for New Theory, Revised Research Design, and Refocused School Policy and Practice.

Spons Agency-Boys Town Center for The Study of Youth Development, Neb.
Pub Date Mar 82
Note-38p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982). Figure 4 may not reproduce due to small print of original document.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Charts; Classification; Educational Research; Elementary Secondary Education; Family Mobility; Models; Organizational Change; School Orientation; *Student Adjustment; *Student Mobility; *Transfer Students

Student transfers from school to school at the elementary and secondary levels have been increasing for many decades. A proposed typology of major school transfer flows distinguishes between "systemic" transfers, caused by changes in school structures, and "individualistic" transfers, caused by family or individual changes. Within this typology, transfers can be further analyzed by their origins, timing in the school year, severity of student or community responses, and the nature of school programs for new students. Current theories on transfers, drawn from the fields of social organization and social and individual psychology, fail to address the full array of conditions affecting school transfers. Similarly, a review of research literature on student responses to transfers, and on the effects of transfers on students of different ages, reveals an absolute lack of research as well as design deficiencies and inconsistent results in the existing research. Moreover, little information has been gathered on school practices for handling school transfers. Based on the typology and on these criticisms of current knowledge, a research model is proposed that combines individual and background factors, transfer characteristics, school and community characteristics, school programs for transfer students, and student adjustment responses. (Author/RW)

ED214242 EA014464

Wasson, Avtar S.; Dionne, Jean-Paul

Relationships between Stimulus-Seeking, School Climate and Self-Reported Deviant Behavior in High Schools.

Pub Date Mar 82
Note-26p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Antisocial Behavior; Discipline; *Educational Environment; Foreign Countries; High Schools; Individual Development; *Novelty (Stimulus Dimension); School Surveys; *Stimulation; Student Attitudes; *Student Behavior; Student Development; Student School Relationship
Identifiers-Ontario; *Stimulus Seeking Behavior

The interactions among student personality, school climate, and socially deviant behavior were examined by means of a survey of 483 high school students in three rural schools in eastern Ontario (Canada). Data were gathered on students' stimulus-seeking behavior, their self-reported deviant behavior in school, and their perceptions of whether the school's climate facilitated self-development and growth and of whether it pressed for stability and bureaucratic control. The survey instruments included M. Zuckerman's Sensation-Seeking Scale, G. G. Stern's Elementary and Secondary School Environment Index, and a school deviant behavior scale developed by the authors. Examination of the survey responses using analysis of variance and regression analysis indicated that high stimulus-seekers engaged in more deviant school behavior than did low stimulus-seekers, no matter what the school climate. However, they did so less often when they perceived the school climate to facilitate self-development. Perception of school climate as high on control pressure did not have a highly significant effect on the relationship between stimulus-seeking and deviant school behavior. (Author/RW)

ED214243 EA014465

Clauset, Karl H., Jr.; Gaynor, Alan K.

Improving Schools for Low Achieving Children: A System Dynamics Policy Study.

Pub Date 23 Mar 82

Note-44p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982). For a related document, see ED 203 496.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Educationally Disadvantaged; Elementary Education; Feedback; Hypothesis Testing; *Instructional Improvement; *Low Achievement; Models; *Organizational Effectiveness; *Reading Achievement; Student Behavior; Student Motivation; Systems Approach; Teacher Effectiveness; Teaching Skills; *Time Factors (Learning)

Identifiers-Computer Simulation; *School Effectiveness; *Teacher Expectations

To examine the problem of widening gaps in reading achievement between initially low-achieving children and other students as they move through elementary school, the authors first reviewed the literature on school effectiveness. Using a form of systems analysis called "system dynamics," they formulated a model and a set of hypotheses explaining the differences between effective and ineffective schools. Among the variables included are teacher skills and expectations, time factors, instructional intensity and appropriateness, principals' intervention and support, class size, feedback between reading achievement and teacher perceptions of a learning gap, and student behavior, motivation, and aptitude. A survey of educational practitioners' reactions led to adjustments in the model. The authors then constructed a mathematical computer simulation of the model, showing the flow of students through grades 1-6, to test the hypotheses and to evaluate four possible school improvement policies that involve changes in school characteristics, instructional intensity and appropriateness, or student behavior. Based on their results, the authors conclude that ineffective schools can be made effective by increasing teacher skills, raising teacher expectations, and maximizing instructional time. (Author/RW)

ED214244 EA014466

Willower, Donald J.; Kmetz, John T.

The Managerial Behavior of Elementary School Principals.

Pub Date Mar 82

Note-28p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Administrator Role; Elementary Education; Field Studies; Interpersonal Relationship; *Job Analysis; Letters (Correspondence); Meetings; Observation; Organizational Objectives; *Principals

Using structured observation, researchers carried out a field study of the work behavior of five elementary school principals in two northeastern states. Each principal was observed for one work week. The results were compared with similar observations of secondary principals. The observers recorded the nature, location, time, duration, participants, and materials used for each separate activity. They also analyzed the purpose, form, sender or receiver, amount of attention received, and action taken for all written correspondence. The study results showed the principals worked an average of 49.7 hours per week on 611.6 activities. Classification of the activities into 13 types revealed the most frequent were unscheduled and scheduled meetings, desk work, and telephone calls. The elementary principals' correspondence indicated they received more letters from superiors and parents than did secondary principals. Analysis of the purpose of principals' activities showed that most actions were aimed at organizational maintenance, school curricular and instructional programs, and pupil control; the least time was spent on extracurricular activities. Overall the research indicated that elementary and secondary principals' activities resemble each other in their fast pace, variety, brevity, fragmentation, and verbal emphasis. (RW)

ED214245 EA014467

Phelan, William T.

Teachers under Duress: Some Effects of Declining Enrollment and District Staffing Policies.

Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date Mar 82
Grant-NIE-G-80-0145
Note-25p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Board of Education Policy; Declining Enrollment; Elementary Secondary Education; Personnel Policy; *Reduction in Force; Seniority; State Surveys; Teacher Administrator Relationship; *Teacher Attitudes; Teacher Evaluation

Identifiers-*Massachusetts (East); *Participative Decision Making

A questionnaire survey of 1,506 teachers in 89 elementary and secondary schools in eastern Massachusetts examined teachers' reactions to declining enrollments and school district retrenchment policies. The hypotheses tested suggest that, in districts whose reduction-in-force (RIF) policies include performance evaluations as well as seniority as criteria for dismissal, teachers facing imminent dismissal will seek greater participation in school decision-making because such RIF policies would increase teachers' uncertainty. This will be especially true, the hypotheses propose, when teachers have less contact with supervisors or principals. The survey gathered data on district enrollment changes and RIF criteria and on teacher age, sex, educational background, contact with administrators, and preferences for participation in school decision-making. Examination of the survey results using analysis of variance revealed little support for the hypotheses. Districts with quite different RIF criteria and enrollment declines showed only small differences in teacher preferences for decision-making participation. However, further evidence is being gathered to trace longitudinal changes as enrollment declines deepen and RIFs increase. (RW)

ED214246 EA014468

Miskel, Cecil; Bloom, Susan

Expectancy Climate and School Effectiveness.

Spons Agency-Kansas Univ., Lawrence. Learning Disabilities Inst.

Pub Date Mar 82

Note-26p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982). For a related document, see EA 014 469.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Adjustment (to Environment); Educational Environment; Elementary Secondary Education; *Expectation; Institutional Characteristics; *Job Satisfaction; Predictor Variables; *School Attitudes; School Size; State Surveys; Student Attitudes; *Success; Teacher Attitudes; Teacher Characteristics

Identifiers-Kansas; *School Effectiveness; *Teacher Expectations

Two questionnaire surveys of 89 Kansas public elementary and secondary schools examined, first, the relationship between school expectancy climate--teachers' expectations that their efforts would lead to positive student results--and school effectiveness, and, second, the change in that relationship through the school year. School effectiveness was measured by teacher perceptions of their schools' adaptability and attainment of goals, their feelings of job satisfaction, and student attitudes toward school. The two surveys covered 1,697 teachers and 880 students in the fall and 1,442 of those teachers and all the same students the following spring. Data were

gathered on school size and educational level, student attitudes, and teacher experience, education, sex, job feelings, expectations of students, and perceptions of adaptability and goal attainment. Statistical analysis using correlation coefficients indicates that all four measures of school effectiveness are correlated positively and significantly with school expectancy climate. The relationships are especially strong between expectancy and perceived adaptability and goal attainment. All the correlations were higher in the spring than in the fall. (RW)

ED214247 EA014469

Miskel, Cecil; McDonald, David

Structural Coupling in Schools.

Pub Date Mar 82

Note-36p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982). For a related document, see EA 014 468.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Adjustment (to Environment); Discipline Policy; Elementary Secondary Education; *Interprofessional Relationship; *Job Satisfaction; Principals; *School Attitudes; Specialists; State Surveys; Student Attitudes; *Success; Teacher Administrator Relationship; Teacher Attitudes; Teachers

Identifiers-Kansas; *School Effectiveness; *Structural Coupling (Organizations)

The relationship between structural coupling within schools and school effectiveness was examined through two questionnaire surveys of 89 public elementary and secondary schools in Kansas. The measures of school effectiveness included teacher perceptions of their school's adaptability and goal attainment, teacher job satisfaction, and student attitudes toward school. Structural coupling was measured by seven variables, comprising work interdependence among teachers and between teachers and learning disability specialists, school discipline procedures, teacher isolation, and teacher communication with principals, other teachers, and learning disability specialists. The two surveys covered 1,697 teachers and 880 students in the fall and 1,442 of those teachers and all the same students the following spring. Analysis of the coupling variables using measures of central tendency indicated the schools were loosely coupled. Correlation coefficients snowed significant, positive correlations between the coupling variables and the measures of school effectiveness. This suggests schools with tighter coupling are more effective. The correlations were stronger in the spring than the fall. The authors suggest further research on schools' structural configurations, sociometric interaction patterns, and methods of structural coupling. (RW)

ED214248 EA014470

Schwartz, Terry Ann; And Others

Moving to an Interorganizational Context for Public School Education: A Case Study.

Spons Agency-Mott (C.S.) Foundation, Flint, Mich.; Virginia Univ., Charlottesville, Bureau of Educational Research.
Report No-RR-81-107
Pub Date Mar 82
Note-37p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Agency Cooperation; Case Studies; City Government; Community Attitudes; Cooperative Programs; *Educational Cooperation; Elementary Secondary Education; Models; *Public Agencies; Recreational Programs; *School Community Programs; School Districts; Social Influences
Identifiers-*Danville City School District VA; Naturalistic Research

A case study of interagency cooperation between the Danville (Virginia) public schools and the city's Parks and Recreation Department enabled researchers to examine the characteristics and components of interorganizational relationships in public education. Using naturalistic inquiry techniques, they gathered data through interviews with key actors, observation of programs and activities, analysis of agency documents, and intensive one-day observation of the coordinator of the interagency program. The characteristics of interagency cooperation analyzed included (1) the definition of interagency cooperation; (2) advantages and disadvantages of the relationship; (3) incentives to maintain the relationship, including resource needs and environmental factors; (4) processes, structures, and persons facilitating the relationship; (5) barriers to the relationship, such as "turf" protection and organizational autonomy and size; (6) the agencies' commitment to the relationship; and (7) community reactions to the relationship. From their analysis the researchers construct a model of interagency cooperation comprising three aspects: program parameters, including persons, structures, tasks, technologies, and skills; program processes, such as power, leadership, authority, communication, decision-making, and motivation; and environmental factors, such as history, politics, and social norms and values. (RW)

ED214249 EA014471

Ross, Rhonda P.

Designing for Privacy in the Classroom: An Ecological Perspective.

Spons Agency-National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Pub Date Mar 82

Grant-NICHHD-1T32HD07173

Note-16p.; A version of this paper was presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Classroom Design; *Classroom Environment; *Design Requirements; *Ecological Factors; Elementary Education; *Privacy

As part of a symposium on the provision of architectural privacy within the classroom, this paper reviews the limited research that is available and discusses the importance of viewing classroom settings as ecological units with both physical and behavioral components. Whether children prefer to use private facilities, and whether they benefit from them, depends on characteristics of the child and of the educational program and on the particular means by which privacy is provided. The relevant characteristics of the child include sex, age, opportunities for privacy at home, and personality characteristics. Characteristics of the educational program that have implications for the design of the classroom environment include the number of children, the relationships among the children required by the activity, the role of the teacher, the need for concentration, and potential distractions caused by the activity. Identifying ways to provide privacy also involves looking at degrees of privacy, types of privacy, options regarding where children are permitted to work, and the freedom to personalize an assigned place. (Author/MLF)

ED214250 EA014472

Ross, Rhonda P.

The Design of Educational Environments: An Expression of Individual Differences or Evidence of the "Press toward Synomorphy?"

Spons Agency-National Inst. of Child Health and Human Development (NIH), Bethesda, Md.
Pub Date Mar 82
Grant-NICHHD-1T32HD07173-01
Note-32p.; A version of this paper was presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Behavioral Objectives; Classroom Design; *Classroom Environment; *Design Requirements; Elementary Education; *Furniture Arrangement; Interior Design; Open Education; Open Plan Schools; Preschool Education; *Spatial Relationship (Facilities); *Student Behavior; Teaching Methods; Traditional Schools
Identifiers-*Synomorphy

Research findings demonstrate that the way the classroom environment is arranged can have important consequences on the attitudes, behavior, and achievement of students. The concept of "synomorphy" is used to examine some of the research literature available on classroom design. Synomorphy refers to the similarity of structure or shape between the behavioral aspects of a school activity program and the physical aspects of the environment. Ecological theory predicts that when synomorphy is low, changes will occur in the physical milieu and/or in the kinds of behavior. The first section of the paper applies this theory to open plan schools. The schools were designed for open education, but teachers using traditional educational programs have modified programs and erected physical boundaries to bring the milieu closer to their teaching styles. The paper's next section cites studies of the classroom environments modified in order to improve the degree of synomorphy between the teacher's instructional program and the physical milieu. The final section examines the extent to which teachers ordinarily rearrange the classroom so that the milieu and the program remain in a state of synomorphy throughout the school day and year. An extensive bibliography is appended. (MLF)

ED214251 EA014473

Lutz, Frank W.; Hess, Paula K.
Education Lobbies in the Pennsylvania State Legislature.
Pub Date Mar 82
Note-18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Educational Legislation; Elementary Secondary Education; Guidelines; Legislators; *Lobbying; *Political Influences; Political Power; Professional Associations; *State Legislation; State Officials; Surveys
Identifiers-Participant Observation; Pennsylvania; *Pennsylvania Association of School Administrators; *Pennsylvania State Education Association
Survey and observational research on educational lobbying organizations in the Pennsylvania state legislature yielded both data on influence processes and a set of seven guidelines for educational lobbyists. A survey of Pennsylvania legislators at the 1973-74 session examined their attitudes about education bills, educational lobbies and their influence, effective lobbying characteristics, and the amount of influence exerted by other legislators, legislative staffs, and official party policies. The survey results and an analysis of legislative voting patterns provided the basis for the first five guidelines for educational lobbyists, including keeping political lobbying and support nonpartisan; lobbying the chairpersons, members, and staff of the education and appropriations committees; working continuously with the lobby's grassroots constituencies; and supplying accurate information. Participant observation research from 1979 through 1981 on the teachers'

lobby, the Pennsylvania State Education Association (PSEA), and the management lobby, the Pennsylvania Association of School Administrators (PASA), revealed how the PSEA lost power to the PASA by violating the five guidelines. The research also provided two further lobbying principles: lobbying should be continuous instead of concentrated on just one bill, and lobbying should be quiet and not boastful. (RW)

ED214252 EA014474

Firestone, William A.; Wilson, Bruce L.

Assistance and Enforcement as Strategies for Knowledge Transfer and Program Reform.

Research for Better Schools, Inc., Philadelphia, Pa.
Pub Date Jan 82
Note-40p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Compliance (Legal); *Diffusion; Educational Change; *Educational Improvement; Educational Legislation; Education Service Centers; Elementary Secondary Education; Federal Regulation; *Information Dissemination; Intermediate Administrative Units; Linking Agents; Research Utilization; *Technical Assistance
Identifiers-Monitoring; New Jersey; Pennsylvania

Focusing on the promotion of reform and knowledge use in school districts, this paper reports on data from a study investigating assistance and enforcement strategies adopted by three types of regional educational service agencies. Assistance in this context means provision of legal or program knowledge needed to operate successful programs. Enforcement means monitoring of programs to make sure regulations or mandates are being carried out. The research project asked two questions: Do individuals who play enforcement or assistance roles feel comfortable combining the two? and, Can the two roles successfully be combined? Data were collected from intermediate units in Pennsylvania and educational improvement centers and county offices of New Jersey. Data were collected through site visits incorporating questionnaires and interviews. Findings indicate that those charged with enforcement responsibility would also like to provide assistance. There are important limitations, however, to the kinds of assistance they can provide. They can link districts to sources of training and specialized assistance but they cannot provide these services themselves because of time constrictions and because local educators seem unwilling to utilize assistance from individuals who also have monitoring responsibilities. (Author/JM)

ED214253 EA014475

Pitner, Nancy J.

Training of the School Administrator: State of the Art. An Occasional Paper.

Oregon Univ., Eugene. Center for Educational Policy and Management.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date Feb 82
Note-63p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Administrator Education; Administrator Qualifications; *Educational Administration; Elementary Secondary Education; Higher Education; *Inservice Education; Job Analysis; *Management Development; Program Evaluation; Skill Development

Assessing school administrator training involves comparing what administrators do with what they are trained to do in university preservice programs and non-university inservice programs. Research on educational administrators shows their work activities are brief, discontinuous, unpredictable, verbal, and generally unrelated to school instruction or curriculum. University preservice programs for administrators are fairly uniform and offer only limited field experience. Little research has been done to evaluate these university programs; however, scholars' observations and the comments from practicing school administrators indicate that preservice training fails to prepare administrators to make quick decisions, communicate effectively, and deal with value-laden issues. These criticisms suggest that administrator preparation must include both cognitive and technical skills. Presently, educational administrators acquire technical skills through inservice programs that augment or replace graduate training; these include nonresidential graduate programs, various clinical training strategies, and inservice education. The inservice programs all relate to specific job content, match problems with solutions, and favor peer communication. Deciding the content of preservice or inservice training involves identifying the knowledge or skills needed, specifying the scope and sequence of the training, and determining the people and programs responsible for each segment of the training content. (RW)

ED214254 EA014480

Sandrin, James V.

Readiness for Individualization of Instruction: A School Climate Assessment Procedure.

Pub Date Jan 82
Note-32p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Attitude Measures; *Beliefs; Educational Environment; Elementary School Teachers; Elementary Secondary Education; *Individualized Instruction; Questionnaires; Secondary School Teachers; Student Teachers; Surveys; Tables (Data); *Teacher Attitudes
Identifiers-Attitude Scale; Missouri

To help assess a school's readiness for individualized instruction, the author devised the School Climate Assessment of Learning Environment (SCALE-I), a research instrument comprising 30 belief statements about aspects of individualized instruction. Informants respond to the belief statements on an attitude scale. The instrument was tested on 36 elementary and secondary teachers in southwest Missouri and 49 student teachers in elementary and secondary education at Missouri Southern State College in Joplin (Missouri). Using analysis of variance, the author compared the practicing teachers with the student teachers and the elementary teachers with the secondary teachers. The results showed that the practicing teachers as a group agreed with the student teachers on 28 of the 30 belief statements, while the elementary teachers as a group agreed with the secondary teachers on 17 of 30 statements. The author concludes that SCALE-I is a viable instrument for detecting a positive school climate for individualization of instruction. A copy of SCALE-I is appended. (RW)

ED214255 EA014481

Kelly, Noeline L.; Kelly, Brian J.

Career Development of Male and Female Elementary Principals in a Southwest School District.

Pub Date 81
Note-8p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Administrator Attitudes; Administrator Characteristics; *Career Development; Elementary Education; *Ethnic Groups; *Principals; *Sex Differences
Identifiers-Texas

Interviews with eight female and eight male elementary principals in a Texas school district provide comparative information on career development differences among males, females, and persons from differing ethnic groups. The principals interviewed included nine Anglos, five Hispanics, one Black, and one Oriental. The data gathered covered age, teaching experience, professional training and degrees, career geographic location, first administrative position, persons who influenced them, expected administrative position in five years, ultimate professional goals, methods of gaining promotions, most rewarding type of administrative experience, most challenging administrative duty, and expectations about administrative positions. Among the findings are that female principals, especially Anglo females, waited longer than males for their first principalship; that more female principals had higher academic qualifications than the males; and that most interviewees had spent their entire teaching career in Texas elementary schools. (Author/RW)

ED214256 EA014482

The Attorney General's Asbestos Liability Report to the Congress. Pursuant to Section 8(b) of the Asbestos School Hazard Detection and Control Act of 1980. Committee Print, Ninety-Seventh Congress, First Session.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date Nov 81

Note-245p.; Not available in paper copy due to small print of original document.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Air Pollution; Court Litigation; Disease Incidence; Elementary Secondary Education; Federal Legislation; *Legal Problems; *Legal Responsibility; Physical Environment; *School Districts; *Torts; Waste Disposal

Identifiers-*Asbestos; *Asbestos School Hazard Detection and Control Act; Health Hazards

The Attorney General was directed by Congress to prepare a report on whether the United States could recover, from any persons determined liable, the amounts expended to detect, contain, or remove hazardous asbestos products from schools. The general background portion of this report contains the results of the factual research and investigation. It briefly sets forth some of the uses of asbestos and describes the asbestos industry and the diseases attributed to inhalation of asbestos fibers--asbestosis, lung cancer, and mesothelioma. This section also explores documents that indicate industry knowledge of the dangers of asbestos fibers as early as the 1930s. Asbestos problems in the schools are discussed and suits already filed by two school districts are described. The legal issues portion of the report commences with a summary of the problems of duty, breach of duty, injury, limitations, and economic loss. Equitable and common law theories of recovery and the potential liability of parties other than asbestos manufacturers are discussed. The report concludes that litigation by school authorities, rather than by the federal government, should be quickly investigated as one potential means of reducing the fiscal impact on taxpayers of abating asbestos hazards in the schools. (Author/MLF)

ED214257 EA014483

Elliott, Peggy Gordon

Update on Teacher Absenteeism.

National Association of Secondary School Principals, Reston, Va.
Pub Date Mar 82
Note-13p.
Available from-Research Department, National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091 ($.50; quantity discounts; $15.00 or less must be prepaid).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Administrator Role; *Costs; Demonstration Programs; Elementary Secondary Education; Institutional Characteristics; *Leaves of Absence; Predictor Variables; *Teacher Attendance; Teacher Characteristics
Identifiers-*Absenteeism (Employee)

Data on teacher absenteeism in the U.S. as a whole as well as in specific states and districts indicate that the problem is serious and growing. A review of research findings on more than 15 factors affecting teacher absenteeism shows that time of year, levels of faculty agreement and community support, teacher interdependence, and requirements for personal reporting of absences to supervisors have strong impacts on absenteeism. Researchers have also identified six major costs of teacher absenteeism, including increased financial expenses, instructional costs (because substitutes are less effective), loss of management time, organizational costs, lost time for student programs, and loss of credibility with the public. Three general solutions are recommended: documenting the extent of the problem, making absenteeism an important issue, and involving teachers' immediate supervisors in approving absences. Another 20 recommendations are also listed. Examples from six districts in five states illustrate ways to use paraprofessionals instead of substitutes, to handle sick leave accumulation, and to reward good attendance. (RW)

ED214258 EA014484

Federal Legislation and Education in New York State.
New York State Education Dept., Albany.
Pub Date Feb 82
Note-139p.; For related documents, see ED 185 690, ED 154 510, and ED 088 206.
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Disabilities; Educational Finance; Elementary Secondary Education; *Federal Aid; Federal Legislation; *Federal Programs; *Federal State Relationship; Government Role; Government School Relationship; Guidelines; National Defense; Postsecondary Education; Public Libraries; Resource Allocation; Student Financial Aid; Vocational Education; Vocational Rehabilitation; Youth Employment
Identifiers-Comprehensive Employment and Training Act; Education for All Handicapped Children Act; Library Services and Construction Act; *New York; Vocational Education Act 1963; Vocational Rehabilitation Act 1973

A number of recommendations regarding federal educational legislation are made in this 1982 edition of a New York State publication that discusses key statutory, budget, and regulatory issues of concern to the state. The document begins with a general examination of the federal role in education and then suggests guidelines for federal education programs. It next points out the implications of regional economic and demographic trends for the allocation of federal resources and analyzes federal programs under the Vocational Rehabilitation Act of 1973, the Education for All Handicapped Children Act, and the Vocational Education Act of 1963. The authors consider the problems of youth employment and review the Comprehensive Employment and Training Act. The needs of state library and cultural services, foreign language and international studies, and mathematics and science programs are described. Changes in postsecondary school admissions testing are noted. Finally, the document looks at problems in financial assistance for postsecondary students and discusses the relationship between educational institutions and national defense programs. Overall recommendations include continuation of the federal role in education, revisions in federal programs and manpower policies, aid to postsecondary students, and changes in federal allocation formulas. (RW)

ED214259 EA014485

Seidman, William

Goal Ambiguity and Organizational Decoupling: The Failure of Rational Program Implementation.

Pub Date Mar 82

Note-49p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Compliance (Legal); *Educational Change; Educational Legislation; Educational Objectives; Elementary Secondary Education; Evaluation Criteria; *Federal Programs; *Federal Regulation; Government School Relationship; National Programs; Outcomes of Education; *Program Evaluation; *Program Implementation; Social Problems; State Programs

Identifiers-Elementary Secondary Education Act Title I

Noting a general dissatisfaction with the implementation and evaluation of large-scale educational programs, this paper argues that the rational model that is the foundation for large-scale educational programs is faulty. According to the rational model, government mandates call for educational programs to remedy social problems; then rewards and sanctions (applied according to the results of program evaluations) force schools to implement these programs; and finally the resulting changes alleviate the original social problems. One difficulty with the model is that there is often a tenuous link between actual program intent and evaluative criteria. Evaluative criteria chosen are usually those easily measurable, like test performance, rather than those that might actually indicate that the rather ambiguous program goals (such as reduction of poverty) have been realized. Thus, program intent may at times be decoupled from the evaluative criteria used to force program implementation. A second problem concerns the many possible focuses of evaluation: program compliance, program implementation, educational outcomes, or social outcomes. It has not been demonstrated that evaluations of any of these factors are effective in achieving program intent. For this reason, schools often decouple such dubious outcome data from program decisions. (Author/JM)

ED214260 EA014486

Ridley, Dennis R.; Farrar, Steve M.

Critical Factors for Implementing Competency-Based Education.

Pub Date Mar 82
Note-15p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Administrator Role; *Competency Based Education; Educational Resources; Elementary Secondary Education; Inservice Teacher Education; *Program Implementation; Teacher Attitudes; Teacher Participation; Teacher Responsibility; Teacher Role
Identifiers-New York

A shortened version of a more complete research report, this paper presents a study that attempted to identify factors important for the successful implementation of competency based education. First, literature on program implementation was reviewed and factors important to successful implementation were identified, such as administrative support, past experience of the school and of individual teachers, resources available, lines of authority, and respect for teachers' professional integrity. These factors were incorporated in a survey of vocational teachers in New York State participating in the state's competency-based vocational education program. Surveys completed by 284 teachers (60 percent of the sample) identified factors critical for successful program implementation: administrator support, practicality for classroom use, resource availability, teachers' perception of needs, teacher orientation and training, and encouragement of teacher autonomy and initiative. The findings are intended to provide guidelines that program implementors may utilize in their planning processes. (Author/JM)

ED214261 EA014487

Merkel-Keller, Claudia

New Jersey's Nonpublic Program: Issues and Perspectives.

Pub Date Mar 82
Note-16p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).
EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Delivery Systems; Elementary Secondary Education; Government School Relationship; *Private School Aid; Private Schools; Program Effectiveness; *Program Evaluation; Program Implementation; Public Schools; *State Aid; State Surveys
Identifiers-*New Jersey

The development of the relationship between nonpublic schools and state and federal governments has raised a number of questions regarding public aid to nonpublic education. This study focuses on one of these questions, the problem of state agencies' responsibility for the evaluation, governance, planning, and monitoring of programs providing public funds to nonpublic schools. The authors describe New Jersey's provision of compensatory education and handicapped services to nonpublic schools. They identify the problems involved, including the legal basis for state evaluation of the programs and the implementation, management, delivery, and effectiveness of the services. Data were gathered through classroom observation, surveys of 90 local educational agencies and 201 students, and interviews with 62 public and nonpublic administrators, 42 public school teachers, and 29 parents. The study results indicate, among other things, that the services are delivered to nonpublic students by countywide agencies, school district consortia, or individual districts, and that the students served have improved their achievement levels because of the services. A profile of the services provided to nonpublic schools by a typical district is included. (RW)

ED214262 EA014488

Soares, Louise M.
The Impact of American Jurisprudence on American Education.
Pub Date Mar 82
Note-12p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Court Litigation; *Court Role; *Educational Change; *Educational Legislation; Elementary Secondary Education; Federal Courts; *Government School Relationship; Private Schools; Public Schools; School Law
Identifiers-Supreme Court
The thesis advanced in this paper is that the American legal system is responsible for changing the course of public education and is causing two separate educational systems, one private and the other public, to develop. Court cases and laws cited show that generally the U. S. Supreme Court, the Congress, and state legislatures have left private education alone while forcing public schools to redress social wrongs and to act as instruments of entitlement. The result has been a greater distribution of funds in the public sector for "special problems" as well as a lower per-pupil cost for the more typical children who comprise the bulk of students requiring goods and services for their

educational development. (Author/MLF)

ED214263 EA014489

Banta, Trudy W.; And Others

Evaluation of the Tennessee Nutrition Education and Training Program. 1981 Final Report.

Tennessee Univ., Knoxville. Bureau of Educational Research and Service.
Spons Agency-Tennessee State Dept. of Education, Nashville.
Pub Date Dec 81
Note-351p.; For a related document, see ED 198 285.
Available from-Bureau of Educational Research and Service, 212 Claxton Education Building, The University of Tennessee, Knoxville, TN 37996-3400 ($14.00).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Educational Assessment; Elementary Education; Evaluation Criteria; Evaluation Methods; Federal Programs; Food Service; Instructional Materials; *Knowledge Level; *Nutrition Instruction; Parent Attitudes; *Program Effectiveness; *Program Evaluation; Program Implementation; Questionnaires; Resource Materials; Staff Development; State Programs; *Student Attitudes; Tables (Data); Teacher Attitudes; Training; Workshops
Identifiers-*Tennessee Nutrition Education and Training Program

The Tennessee Nutrition Education and Training (NET) program is part of a U.S. Department of Agriculture effort to develop a coordinated nutrition education program for children from preschool through grade 12. For this second-year evaluation, researchers associated with the University of Tennessee collected data for the evaluation of program components. Formative evaluation concerned expansion grants, youth advisory councils, student involvement, contract negotiations, NET materials, and competency workshops. Summative evaluation was focused in three areas: (1) site visits to pilot projects using NET program development grants to improve nutrition education for children; (2) post-workshop assessments of 1980 Nutrition Education Summer Workshops; and (3) collection of comparative data concerning nutrition knowledge, attitudes, behavior, and perceptions from a statewide sample of Tennessee public school students, parents, teachers, principals, and food service personnel. A pretest-posttest comparison group design was used to assess the effectiveness of the instructional plan in promoting student learning related to the objectives. The assessment instruments were administered to more than 7,000 students in 36 elementary schools located throughout the state. Assessments are included. (Author/MLF)

ED214264 EA014490

CBEDS Data Users' Guide (1981 Data).
California State Dept. of Education, Sacramento. Office of Education Data Management Systems.
Pub Date 81
Note-13p.
Available from-Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802 (free, in limited quantities).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Confidentiality; *Databases; Elementary Secondary Education; Individual Characteristics; *Information Centers; Information Services; Institutional Characteristics; Records (Forms); School Demography; School Districts; School Personnel; *School Statistics
Identifiers-*California Basic Educational Data System

Information from the California Basic Educational Data System (CBEDS) is available to the state education department, other state agencies, educators, administrators, professional organizations, universities, and research organizations. This guidebook briefly profiles CBEDS and notes the legal standards governing the use of the data. CBEDS information, according to the guide, is collected at the district, school, and professional staff levels and covers enrollment, staffing, alternative schools, collective bargaining, school graduates, school meals, characteristics of teachers' classes, and personal demographic, educational, and occupational data. The two types of CBEDS reports--standard reports required by law and ad hoc reports requested by organizations--are described. Guidelines are provided on data availability and on application procedures. A CBEDS data request form is appended. (Author/RW)

ED214265 EA014491

Carson, Mary R.; And Others
Effective Schools. Seminar Report.
Seattle Public Schools, Wash.
Pub Date Feb 82
Note-34p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Basic Skills; Board of Education Policy; Communication (Thought Transfer); Community Involvement; Curriculum; Educational Diagnosis; Educational Environment; *Educational Improvement; *Educational Objectives; Educational Policy; *Educational Quality; Elementary Secondary Education; Instructional Improvement; Leadership; Learning Problems; Multicultural Education; Organizational Effectiveness; Parent Participation; Problems; *Program Effectiveness; Teacher Effectiveness; Teacher Role
Identifiers-*School Effectiveness; *Seattle Public Schools WA
Early in 1982 the Seattle (Washington) School Board organized a seminar on school effectiveness in Seattle. The seminar group, including

teachers, administrators, a community representative, and a school board member, looked at relevant research and considered testimony by community groups, individuals, teachers, and students on school effectiveness. This report is the product of that process. It begins with a brief summary of research on effective schools. A short definition of effective schools is offered, describing them as those in which all students master basic skills, seek academic excellence in all subjects, and demonstrate achievement through systematic testing. The report then lists 12 characteristics that are necessary for effective schools in Seattle, ranging from clear goals to parent and community involvement. The next chapter presents a summary of problems identified by the seminar in 11 areas in Seattle schools, such as staff dedication, goals, time on task, and communication. Based on the problems identified, the report lists general and specific recommendations for making Seattle schools more effective. The roles of all participants in the Seattle schools are then delineated. A list of existing policies and policy recommendations relating to effective schools concludes the report. (Author/JM)

ED214266 EA014492

Carson, Mary R.; And Others
Discipline Seminar. Report.
Seattle Public Schools, Wash.
Pub Date Oct 81
Note-41p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Attendance; Board of Education Policy; Communication Problems; Corporal Punishment; Crisis Intervention; *Discipline Policy; *Discipline Problems; Educational Environment; Elementary Secondary Education; Ethnic Discrimination; Expulsion; Police School Relationship; *Policy Formation; Student School Relationship; Suspension
Identifiers-*Seattle Public Schools WA
For three weeks participants in a Seattle (Washington) seminar conducted an intensive review of school discipline problems that included a survey of all staff; a sample survey of students at three shcool levels; five community meetings; presentations by 61 individuals, agencies, or groups; a review of district statistics, practices, and procedures; and review of resource materials from a variety of sources. This report identifies the problems and makes recommendations for their timely solution. The report begins with a set of general observations that focus on points of special interest to the seminar. This is followed by a list of general principles that are the rationale for considering discipline as an educational mechanism. General recommendations and implementation recommendations are followed by specific recommendations in 21 areas. The format used states the problem

and follows it with a numbered list of recommendations. The final section lists board of education policy recommendations concerning attendance, student conduct, retention, modification of policies governing readmission of students after disciplinary action, and restitution. (MLF)

ED214267 EA014493

State, Local, and Federal Financing for Illinois Public Schools, 1981-1982. Revised.
Illinois State Board of Education, Springfield.
Pub Date Oct 81
Note-107p.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Advisory Committees; *Educational Finance; *Educational Legislation; *Federal Aid; Federal Legislation; Money Management; Property Taxes; School Accounting; School Funds; *State Aid; State Legislation
Identifiers-Categorical Aid

Designed for use by teachers, school administrators, board members, legislators, and lay citizens, this report is intended to be a source document for obtaining a basic understanding of Illinois school finance. It explains the sources and amounts of funds available for pre-kindergarten through postsecondary programs administered by the Illinois State Board of Education. An introductory overview summarizes fiscal 1982 appropriations and gives data on school finances and enrollment from 1966 to 1982. Chapter one lists and briefly describes state education programs funded by the state common school fund as well as 37 categorically funded programs. Similar information for over 30 federally funded programs is presented in chapter two. Chapter three discusses 34 state laws affecting property taxes and school district accounting. In chapter four the authors review legislation on school management practices, including tax rate limitations, interfund transfers, and short- and long-term borrowing. The final chapter covers the activities of the Illinois Financial Accounting Committee, an advisory body established to help improve school district financial procedures. Six appendices provide a bibliography, a glossary, a sample state aid claim, and graphs on state aid to districts of varying wealth. (Author/RW)

ED214268 EA014494

The Report and Recommendations of the New York State Special Task Force on Equity and Excellence in Education. Volume Two.

New York State Special Task Force on Equity and Excellence in Education.

Pub Date Feb 82

Note-100p.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Costs; *Educational Finance; Educational Needs; Elementary Secondary Education; *Equalization Aid; Finance Reform; *Fiscal Capacity; Preschool Education; Rural Schools; School Districts; *State Aid; *Student Needs; Tax Effort

Identifiers-*Equity (Education); Municipal Overburden; *New York; State Aid Formulas

In light of the Levittown v. Nyquist decision, which found New York State's educational funding method unconstitutional, this report presents the recommendations for increasing New York's educational equity made by a statewide task force. For each of 27 proposals that garnered support from any task force member, the report discusses research findings, equity considerations, fiscal implications, and alternative proposals. The proposals are grouped under four general topics: the structure of the state's basic aid formula, students' educational needs, local fiscal capacity, and fiscal overburdens. The ten proposals about the basic aid formula concern the expenditure ceiling, the relationship of state aid to local spending, local fiscal effort, exceptions to the formula, methods of measuring enrollment, and alternative financing structures. Under student needs, the task force recommends relating educational funding to such special needs as language ability, handicaps, and giftedness. Fiscal capacity proposals involve adding income to wealth as a measure of local capacity. Recommendations on overburdens cover municipal and rural overburden and the problems of varying educational costs. Included for each topic are task force members' statements and a record of their vote on each proposal. (RW)

ED214269 EA014498

Riley, Bob E.
Accountability in Education: A Recurring Concept.
Pub Date 77
Note-33p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Accountability; Administrator Role; Educational History; *Educational Objectives; Elementary Secondary Education; Outcomes of Education; *Program Evaluation; School Community Relationship; School Role; Systems Approach; Teacher Role
Identifiers-Newcastle Report (England); Texas
Based on the belief that the popularity of accountability periodically waxes and wanes in education, this article outlines a bit of the history of the concept and defines and explains educational accountability. The author traces the roots of accountability back to the 1858 Newcastle report, the first comprehensive survey of English elementary education. He also finds a precursor in Frederick Taylor's efficiency movement in the early twentieth century. Several definitions and models of educational accountability are offered, all emphasizing the need for a plan of action, specific goals, and the evaluation of outcomes. A four-part process to use when developing an accountability program is briefly outlined and a short model for systems analysis is also presented. Accountability in the state of Texas is outlined (including, in the appendix, a list of the dimensions of accountability as set forth by the Texas Education Agency). Finally, the author advocates accountability as a cooperative endeavor among students, community, and the school. (Author/JM)

ED214270 EA014522

Scarr, L. E.; And Others
Educating Students Today for a Place in Society Tomorrow: The Lake Washington School District Futures Study. A Research Report.
Lake Washington School District 414, Kirkland, Wash.
Pub Date 30 Dec 80
Note-78p.; For a related document, see EA 014 523. Some charts contain small print.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Community Attitudes; Educational Change; *Educational Trends; Elementary Secondary Education; *Futures (of Society); Long Range Planning; Needs Assessment; Questionnaires; School Surveys; Social Change; *Student Attitudes; *Teacher Attitudes
Identifiers-*Lake Washington School District WA

During the last few months of 1980 the Lake Washington School District in Kirkland, Washington, conducted a futures study as part of an overall needs assessment study. The study staff identified over a hundred social, political, or economic changes predicted to affect life in the United States in the 1980s. Of these, 37 items were selected for a questionnaire which was eventually completed by 446 community members, 438 staff members, and 417 students in the district. Respondents were asked how likely they thought each predicted change was and to what extent they thought each change would affect the schools. Questionnaire responses indicated a belief that new information, changes in technology, and demands for vocational and adult education would all increase rapidly, and that education would be made available to persons at all stages of life. The study led to recommendations that the district pursue long-range planning on a continuous basis. Appendices include the questionnaire employed, an analysis of the responses to each question, and a manual for administration of the needs assessment study. (Author/PGD)

ED214271 EA014523

Scarr, L. E.; And Others

Testing Potential Cost Saving and Controversial Actions: Community, Staff and Student Support.

Lake Washington School District 414, Kirkland, Wash.
Pub Date 10 Jan 81
Note-94p.; Appendix A (one page) will not reproduce due to illegibility of original document. For a related document, see EA 014 522.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Academically Gifted; Educational Objectives; Elementary Secondary Education; Health Education; *Needs Assessment; *Program Development; *Public Opinion; Questionnaires; Remedial Programs; *School Surveys; Sex Education; *Student Attitudes; Tables (Data); *Teacher Attitudes

In 1980, the Lake Washington School District in Kirkland (Washington) undertook a needs assessment of district activities and policies. One component of this assessment was a survey of community, staff, and student opinion concerning cost-saving or controversial actions or programs being considered for implementation in the future. Questionnaires were returned by 1,753 community members, 771 staff, and 734 students. Results indicated that four programs would be strongly supported by all populations surveyed: an extensive health education program, remedial classes at all schools, classes for gifted students at all levels, and an extensive sex education program. This report presents the district summary evaluation of each item under consideration by each population surveyed. A lengthy appendix contains a chart of the district needs assessment plan, the administrators' manual for conducting the needs assessment study, three components of the needs assessment questionnaire, an outline of the administrators' needs assessment kit, an agenda for the community needs assessment sessions held at each school site, and summary responses by population, for each educational level and for each school. (Author/JM)

ED214272 EA014524

Merenbloom, Elliot Y.
Developing Effective Middle Schools through Faculty Participation.
National Middle School Association, Fairborn, Ohio.
Pub Date 82
Note-65p.
Available from-National Middle School Association, P.O. Box 968, Fairborn, OH 45324 ($4.50; quantity discounts).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adolescents; Charts; Curriculum Development; *Faculty Development; Flexible Scheduling; Intermediate Grades; Junior High Schools; *Middle Schools; *Program Development; Program Evaluation; Program Implementation; Records (Forms); School Organization; Student Development; *Teacher Participation; Team Teaching

An eight-chapter manual describes how to involve school faculty in the development of effective middle schools. The author identifies the components of effective middle school programs and suggests processes for implementing the programs using group and staff development techniques. Chapter 1 discusses staff development programs to train teachers for middle school teaching. Chapter 2 lists the physical, social, intellectual, and emotional characteristics of early adolescent learners and notes the implications for middle school programs. In chapter 3 the author covers the documents a middle school program will need, including a definition of middle schools, a needs assessment report, school philosophy and goals, and a rationale for the program. Dr. William Alexander's model curriculum for middle schools is described in chapter 4. Chapters 5 and 6 suggest ways to involve the faculty in devising a school organizational plan and a flexible master schedule. The skills teachers need to work in middle school teaching teams are covered in chapter 7, while chapter 8 discusses the evaluation of middle school programs. Charts presenting Dr. Alexander's curriculum and sample school schedules are included in the text. (Author/RW)

ED214273 EA014525

Malinka, Robert M., Ed.
Middle School Research. Selected Studies 1977-1979. Volume II.
National Middle School Association, Fairborn, Ohio.
Pub Date 81
Note-68p.; For individual papers, see EA 014 526-534.
Available from-National Middle School Association, P.O. Box 968, Fairborn, OH 45324 ($5.00; quantity discounts).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Administrator Attitudes; Educational Practices; Educational Principles; *Educational Research; Guidance Programs; Institutional Characteristics; Intermediate Grades; Junior High Schools; Language Arts; *Middle Schools; Principals; Program Implementation; Research Needs; Student Attitudes; Student School Relationship; Teacher Attitudes

The nine studies contained in this volume represent efforts to better understand and develop improved programs for middle school students. Research briefs deal with such topics as the attitudes of students, teachers, and principals; middle school characteristics; the degree of middle school program implementation; a guidance program model; research needs; small group instruction; and language arts programs. A bibliography accompanies each study. (MLF)

ED214274 EA014526

Thomason, Julia T.

A Study of Openness to New Experiences of Middle School Teachers as Compared to Elementary and Secondary Teachers.

National Middle School Association, Fairborn, Ohio.
Pub Date 81
Note-7p.; Paper included in "Middle School Research. Selected Studies 1977-1979. Volume II" (EA 014 525). For related documents, see EA 014 525-534.
Available from-Not available separately; see EA 014 525.
Document Not Available from EDRS.
Descriptors-*Adjustment (to Environment); Comparative Analysis; Dogmatism; *Educational Change; Elementary Secondary Education; Mental Rigidity; *Middle Schools; Personality Traits; Student Teacher Relationship; *Teacher Attitudes; *Teacher Education

Based on the contention that openness to experience and security with risk-taking situations underlie reform, this study was designed to determine the degrees of dogmatism and openness to new experiences of middle grade teachers. Two openness measurements were administered in five schools to 166 teachers from two localities that differ geographically and socioeconomically and in educational philosophy; one locality is more traditional, the other more flexible. Analysis of the data showed no significant difference among elementary, intermediate, and secondary level teachers in the degree of openness and dogmatism. However, there were differences between localities: teachers at all three levels in the more flexible locality scored significantly higher in openness to experience. As a result of this exploratory study, the researcher concludes that any school system contemplating reform should consider using openness measures to help teachers appraise their openness to new experiences. Such measures would also help schools provide inservice experiences that will enhance teacher security and psychological support during stressful periods accompanying reforms. (Author/MLF)

ED214275 EA014527

Molina, Angela L.; Gordon, Jeffrey S.

A Comparison of Middle School and High School Students' Attitudes toward School and Teachers.

National Middle School Association, Fairborn, Ohio.
Pub Date 81
Note-5p.; Paper included in "Middle School Research. Selected Studies 1977-1979. Volume II" (EA 014 525). For related documents, see EA 014 525-534.
Available from-Not available separately; see EA 014 525.
Document Not Available from EDRS.
Descriptors-Comparative Analysis; Factor Analysis; High Schools; Junior High Schools; Middle Schools; Multivariate Analysis; *Student Attitudes; *Student Evaluation of Teacher Performance; *Student School Relationship; Tables (Data); *Teacher Education

In order to test the effectiveness of secondary education teacher training, middle school and high school students' attitudes toward their teachers and toward school are compared. The study involved students of 34 teachers who were graduates of the University of Cincinnati teacher education program and employed in the metropolitan Cincinnati (Ohio) area. Students were administered a "Student Evaluation of Teaching" instrument. Data analysis included a factor analysis followed by a multivariate analysis of variance. Three factors were isolated in the factor analysis; however, the multivariate analysis of these factors indicated they were not significant. The researchers concluded (tentatively, because of the small sample size) that secondary teacher education programs prepare middle school teachers as well as they prepare high school teachers. (MLF)

ED214276 EA014528

Allen, Harvey A.; And Others

Principals' Attitudes about the Characteristics and Functions of the Middle School.

National Middle School Association, Fairborn, Ohio.
Pub Date 81
Note-9p.; Paper included in "Middle School Research. Selected Studies 1977-1979. Volume II" (EA 014 525). For related documents, see EA 014 525-534.
Available from-Not available separately; see EA 014 525.
Document Not Available from EDRS.
Descriptors-*Administrator Attitudes; Administrator Role; Curriculum Development; Demonstration Programs; *Educational Principles; Facility Requirements; Factor Analysis; *Institutional Characteristics; Intermediate Grades; Junior High Schools; *Middle Schools; National Surveys; *Principals; Questionnaires; Student School Relationship; Teacher Education; Teacher Role
Identifiers-*National Middle School Study

The National Middle School Study was conducted to provide baseline data to guide development of a middle school teacher training program. This paper focuses on the responses of principals of exemplary middle schools to various functions and characteristics of the middle school. The principals were instructed to reflect actual, rather than the ideal, middle school operations and practices in their responses to a questionnaire of 57 Likert-scale items in the areas of students, teachers, principals, curriculum, and facilities and organizations. Among the substantive findings are that principals emphasized the learning of basic skills and the development of students' self-concept and believed teachers should support guidance and counseling services. Some items considered part of the middle school philosophy but not supported by principals were teacher involvement in staff selection, teacher training to better anticipate emerging adolescent needs, and mainstreaming. The questionnaire, with the frequencies and means for each of the items, is in the appendix. (Author/MLF)

ED214277 EA014529

Sienkiewicz, Henry S.

A Comparative Study to Determine the Relationship between the Existing Practices of Selected Middle Schools and Student Performance on a Standardized Attitudinal Measure.

National Middle School Association, Fairborn, Ohio.
Pub Date 81
Note-5p.; Paper included in "Middle School Research. Selected Studies 1977-1979. Volume II" (EA 014 525). For related documents, see EA 014 525-534.
Available from-Not available separately; see EA 014 525.
Document Not Available from EDRS.
Descriptors-Basic Skills; Comparative Analysis; Educational Assessment; *Educational Practices; Intermediate Grades; Junior High Schools; *Middle Schools; *Program Implementation; *Student Attitudes
Identifiers-*Michigan

This study was conducted to determine the relationship between suggested practices observed in ten randomly selected middle schools scoring in the lowest quartile, and ten randomly selected middle schools scoring in the highest quartile, on the student attitude section of the 1971 Michigan Assessment Test of Basic Skills, for Grade 7. The study also aimed to observe and describe the degree to which suggested practices were implemented in these Michigan schools. The 73 practices selected for study were those suggested by two national middle school authorities. The practices encompassed the areas of staff and organization, student activities, guidance, instructional programs, school plant, and equipment. The most important finding of the study was that there were no significant differences ir the practices of schools scoring in the lowest and highest quartile on student attitude. The same results were recorded for questions on school size, social classification, and events that may have affected student attitude. The last part of the study described the degree to which observed practices were implemented. Schools scoring in the lowest and highest quartiles on student attitude implemented slightly more than one-half of the practices recommended by national middle school authorities. (Author/MLF)

ED214278 EA014530

Kuhlman, Sandra Muse

The Emerging Middle School Language Arts Program.

National Middle School Association, Fairborn, Ohio.
Pub Date 81
Note-6p.; Paper included in "Middle School Research. Selected Studies 1977-1979. Volume II" (EA 014 525). For related documents, see EA 014 525-534.
Available from-Not available separately; see EA 014 525.
Document Not Available from EDRS.
Descriptors-Basic Skills; Comparative Analysis; Curriculum Development; Intermediate Grades; Junior High Schools; *Language Arts; *Middle Schools; *Program Implementation; *Student Centered Curriculum

Based on a search of the literature, a series of eight propositions were derived to describe the basic middle school language arts program being portrayed in the literature. Fifty principals and language arts department chairpersons were asked to rate, on a scale of one to five, the degree to which their language arts department accepted and implemented each of the propositions. Nineteen noted authorities were also asked to rate the degree to which they felt language arts departments currently accepted the propositions and were likely to implement them in the near future. The median and mean responses to each proposition were calculated for both groups. In general, the individuals in the schools perceived greater degrees of acceptance and implementation of the propositions than did the authorities. (Author/MLF)

ED214279 EA014531

Cole, Claire G.

A Model for a Middle School Guidance Program Based on Developmental Tasks of Students.

National Middle School Association, Fairborn, Ohio.
Pub Date 81
Note-10p.; Paper included in "Middle School Research. Selected Studies 1977-1979. Volume II" (EA 014 525). For related documents, see EA 014 525-534.
Available from-Not available separately; see EA 014 525.
Document Not Available from EDRS.
Descriptors-Adolescent Development; Charts; Counselor Role; Guidance Personnel; *Guidance Programs; Intermediate Grades; Junior High Schools; *Middle Schools; *Models; Specialists

A model for a middle school guidance program was developed from information on adolescents' developmental tasks, concepts of middle school (including structure and organization), and the theory of guidance and counseling practices. A three by three by four dimensional figure was used to organize the content of the model. The dimensions of the figure are the roles of the guidance counselor (counselor, consultant, coordinator, and curriculum specialist); the target of guidance activity (individual, group, and school or community); and the purpose of the guidance program (remediation, prevention, and development). To validate the model, counselors in ten schools were sent copies of the model. Thirteen female and five male counselors were interviewed in the ten schools. How they spent their time in the four roles of counselor is shown on a chart. The study concludes that, based on counselors' answers and on the researcher's observations, the model contains the appropriate content, is clearly written, and can be implemented in certain middle schools. (Author/MLF)

ED214280 EA014532

Beckman, Vernal G.

A Study to Determine the Current Level of Implementation of Eighteen Basic Middle School Principles in the State of Missouri.

National Middle School Association, Fairborn, Ohio.
Pub Date 81
Note-6p.; Paper included in "Middle School Research. Selected Studies 1977-1979. Volume II" (EA 014 525). For related documents, see EA 014 525-534.
Available from-Not available separately; see EA 014 525.
Document Not Available from EDRS.
Descriptors-Comparative Analysis; *Educational Practices; *Educational Principles; Intermediate Grades; Junior High Schools; *Middle Schools; *Program Implementation; *State Surveys
Identifiers-*Missouri

The current level of implementation of 18 basic middle school principles in the 147 Missouri schools that met the definition of middle schools is the focus of this study. Questionnaire responses were received from 101 of the schools' administrators. Mean scores, standard deviations, and mean percentages of the maximum possible scores yielded by the survey form were calculated on each of the basic principles for each school. A t-test was applied to determine whether there was a significant difference in the means of each basic principle for schools having the titles of elementary school, middle school, or junior high school. The author concludes that, despite their titles, schools were more similar than different in terms of implementation of the basic middle school principles. In addition, he finds the Missouri middle schools have not implemented these principles to a great degree; thus these middle schools exist more in theory than in reality. Further implementation of these principles will require administrators to take a leadership role in selling the staff and community on the values of the principles. Finally, a greater thrust in community relations in needed. (Author/MLF)

ED214281 EA014533

Gordon, Jeffrey S.; And Others
A Delphi Study to Determine Needed Middle School Research.
National Middle School Association, Fairborn, Ohio.
Pub Date 81
Note-9p.; Paper included in "Middle School Research. Selected Studies 1977-1979. Volume II" (EA 014 525). For related documents, see EA 014 525-534.
Available from-Not available separately; see EA 014 525.
Document Not Available from EDRS.
Descriptors-*Delphi Technique; Intermediate Grades; Junior High Schools; *Middle Schools; National Surveys; *Research Needs
The Delphi technique was employed to establish research priorities among National Middle School Association members. A sample of 400 members drawn from the association's mailing list was asked to list three nominations for needed areas of research in middle school education. The initial response of 148 persons resulted in 36 topics being nominated. Two more mailings elicited 77 responses evaluating the 36 topics on a one-to-seven scale. The 36 problems are grouped into five broad research areas with means and standard deviations reported for each problem. Research priorities lie first in the area of middle school organization, particularly with respect to staffing, appropriate curriculum selection, and scheduling. Identifying middle school students' unique physiological and psychological development characteristics that affect school performance is also highly rated. High priority is also given to determining successful classroom management procedures, techniques for motivating students and providing for individual differences, and effective preservice and inservice education for middle school personnel. (Author/MLF)

ED214282 EA014534

Payne, Tyrone; And Others

Small Groups for Instruction: An Investigation of Teacher Viewpoints.

National Middle School Association, Fairborn, Ohio.
Pub Date 81
Note-6p.; Paper included in "Middle School Research. Selected Studies 1977-1979. Volume II" (EA 014 525). For related documents, see EA 014 525-534.
Available from-Not available separately; see EA 014 525.
Document Not Available from EDRS.
Descriptors-*Classroom Techniques; Correlation; *Discipline Problems; Elementary Secondary Education; *Small Group Instruction; *Teacher Attitudes; Teacher Education; Teaching Methods

This study attempts to identify the reasons teachers give for using or not using small instructional groups in larger classroom settings and to investigate the relationship of teacher opinions about using small groups to teachers' problems in classroom management. The research was conducted in two phases, with sample sizes of 73 and 51 for phases one and two respectively. Members of the sample were students who had taught full time and were enrolled in two graduate education courses. Three Likert-type attitude measures were used and Pearson product moment correlations were computed for the analysis. The findings suggest that teachers who infrequently or never use small groups view their use as an ineffective learning strategy and believe they limit individualization and promote unfair work distribution among students. In addition, teachers who find their classes difficult to manage are more likely to have negative opinions regarding the use of small groups. The authors recommend that teacher education and inservice programs include specific components that teach how to manage small groups effectively and efficiently and that demonstrate how small groups can successfully promote individualization and increase learning. (MLF)

ED214283 EA014535

Malinka, Robert M., Ed.

Middle School Research. Selected Studies 1977-1979. Volume III.

National Middle School Association, Fairborn, Ohio.
Pub Date 81
Note-70p.; For individual papers, see EA 014 536-543.
Available from-National Middle School Association, P.O. Box 968, Fairborn, OH 45324 ($5.00; quantity discounts).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Academically Gifted; Administrative Organization; Administrator Evaluation; Administrator Role; Calculators; Educational Practices; Educational Principles; *Educational Research; Exceptional Persons; Institutional Characteristics; Intermediate Grades; Junior High Schools; *Middle Schools; Mild Mental Retardation; Principals; Program Implementation; School Counseling; Student Attitudes; Student Evaluation; Student School Relationship; Teacher Attitudes

The eight studies contained in this volume complete the effort pursued by the National Middle School Association to provide practitioners with some of the research available from the recent past. Research briefs deal with such topics as teacher attitudes; the degree of middle school program implementation; gifted students' and educable mentally retarded students' needs; middle school principals; teaching decimals with calculators; and administrative style and organizational climate. A bibliography accompanies each study. (MLF)

ED214284 EA014536

O'Brien, Michael L.
Teacher Response to Gifted Middle School Students.
National Middle School Association, Fairborn, Ohio.

Pub Date 81
Note-7p.; Paper included in "Middle School Research. Selected Studies 1977-1979. Volume III" (EA 014 535). For related documents, see EA 014 535-543.
Available from-Not available separately; see EA 014 535.
Document Not Available from EDRS.
Descriptors-*Academically Gifted; Classroom Communication; Comparative Analysis; *Creativity; Intermediate Grades; Junior High Schools; *Middle Schools; Questionnaires; *Special Education; Student Characteristics; *Student Teacher Relationship; *Teacher Attitudes
Identifiers-Questions

The purpose of this study was to develop and test written and observational instruments and to investigate the relationship between the attitudes and behaviors toward gifted children among teachers of the gifted and those among teachers of regular classes. The subjects consisted of 13 teachers of the gifted and 25 preservice and inservice teachers of regular classes. A Likert-type attitude scale completed by all of the teachers was used to determine the attitudes toward gifted children held by the two groups of teachers. A random sample of six teachers was drawn for classroom observation to measure the cognitive level of classroom questions. Through a principal component analysis (with varimax rotation), four homogeneous sub-scales were delineated from the attitude scale. There were no significant differences in attitude between the two groups of teachers. However, the teachers of the gifted were more in favor of special education programs for the gifted, and asked a significantly greater proportion of higher-level classroom questions, than the teachers of regular classes. The attitude scale is in the appendix. (Author/MLF)

ED214285 EA014537

Strathe, Marlene I.
The Junior High Teacher as a Classroom Evaluator.
National Middle School Association, Fairborn, Ohio.
Pub Date 81
Note-9p.; Paper included in "Middle School Research. Selected Studies 1977-1979. Volume III" (EA 014 535). For related documents, see EA 014 535-543.
Available from-Not available separately; see EA 014 535.
Document Not Available from EDRS.
Descriptors-Elementary Secondary Education; *Evaluation Methods; *Evaluators; Junior High Schools; Middle Schools; Statistical Analysis; *Student Evaluation; Tables (Data); *Teaching Skills; *Test Interpretation

The purposes of this study were, first, to gather descriptive information regarding the measurement and evaluation skills actually utilized by junior high school teachers and, second, to identify differences among elementary, junior, and senior high school teachers. A questionnaire of 41 statements assessed on a five-point scale the usefulness to the classroom teacher of various measurement and evaluation competencies. It was completed by 385 Iowa teachers, of whom 49 percent were elementary, 19 percent junior high, and 32 percent senior high school teachers. Survey results were analyzed by the mean responses and standard deviations of individual items as well as by clusters of items related to general measurement and evaluation topics. Elementary, junior, and senior high school teachers were compared on item clusters utilizing t-tests for independent means. Skills involved with the statistical analysis and interpretation of test information were found to be least valuable by teachers at all levels of teaching. Significant differences in topical items are noted only in the area of standardized tests and their interpretation; elementary teachers considered these more valuable than did junior or senior high school teachers. (Author/MLF)

ED214286 EA014538

Bohlinger, Tom

The Current Status of Ohio Middle Schools Implementation of Eighteen Middle School Characteristics.

National Middle School Association, Fairborn, Ohio.
Pub Date 81
Note-7p.; Paper included in "Middle School Research. Selected Studies 1977-1979. Volume III" (EA 014 535). For related documents, see EA 014 535-543.
Available from-Not available separately; see EA 014 535.
Document Not Available from EDRS.
Descriptors-Comparative Analysis; *Educational Practices; Educational Principles; Institutional Characteristics; Intermediate Grades; Junior High Schools; *Middle Schools; *Program Implementation; *State Surveys
Identifiers-*Ohio

The focus of this study is the current level of implementation of 18 basic middle school characteristics as perceived by principals of two groups of Ohio public schools, those organized by grades 6-8 and those organized by grades 5-8. Questionnaire responses were received from administrators of 166 of the 208 schools that met the definition of middle schools. Mean scores, variances, and percentages of the maximum possible score yielded by the survey instrument were calculated on each characteristic for each group of schools. Conclusions supported by the findings are that, in general, neither group of schools has implemented the 18 characteristics to a great degree, and that whether a "middle school" houses three or four grades is not significantly related to the level of implementation of the characteristics. The only noticeable differences occurred in the implementation of the characteristics of team teaching, exploratory enrichment studies, and planned gradualism.

The grades 6-8 schools showed more advanced implementation of team teaching and exploratory enrichment studies, while the grades 5-8 schools showed more advanced implementation of planned gradualism. The differences are attributed to the fact that grades 5-8 schools often treat their four grades as two entities, whereas grades 6-8 schools consider their three grades as one entity. (Author/MLF)

ED214287 EA014539

Gordon, Jeffrey S.
A Comparison of the Attitudes of Elementary, Middle and High School Teachers.
National Middle School Association, Fairborn, Ohio.
Pub Date 81
Note-7p.; Paper included in "Middle School Research. Selected Studies 1977-1979. Volume III" (EA 014 535). For related documents, see EA 014 535-543.
Available from-Not available separately; see EA 014 535.
Document Not Available from EDRS.
Descriptors-Comparative Analysis; Elementary Secondary Education; *Middle Schools; Multivariate Analysis; *Student Teacher Relationship; Tables (Data); *Teacher Attitudes
Identifiers-*Minnesota Teacher Attitude Inventory
The attitudes of teachers of the middle grades (grades 6, 7, and 8) are compared, along various dimensions, to those of elementary and high school teachers in this study. The sample consisted of 73 graduates of the University of Cincinnati teacher education programs employed as teachers in the metropolitan Cincinnati (Ohio) area. All of the teachers had at least one year of teaching experience at the level taught during the time of the data collection. The teachers responded to the Minnesota Teacher Attitude Inventory, a 150-item, Likert-scaled instrument that measures attitudes of teachers towards their students. Five distinct dimensions measured by the instrument were utilized. Data analysis involved the use of multivariate analysis of variance, a discriminant analysis, and univariate F-tests. Teachers of the middle grades tended to have more negative attitudes towards their students than teachers in the other two groups, particularly the high school teachers. Middle grade teachers generally felt the students are more irresponsible and less interested in school work and believed their own students' interests were more often at cross purposes with the schools' interests than did teachers of the other grade levels. Possible explanations are suggested. (Author/MLF)

ED214288 EA014540

Meyer, Calvin F.; Van Hoose, John J.

A Study of the Perceptions of Performance Skills of Middle School Principals by Selected Teachers and Principals.

National Middle School Association, Fairborn, Ohio.
Pub Date 81
Note-11p.; Paper included in "Middle School Research. Selected Studies 1977-1979. Volume III" (EA 014 535). For related documents, see EA 014 535-543.
Available from-Not available separately; see EA 014 535.
Document Not Available from EDRS.
Descriptors-*Administrator Evaluation; *Administrator Role; Educational Administration; Instructional Improvement; Intermediate Grades; Interpersonal Relationship; Junior High Schools; Leadership Responsibility; *Middle Schools; *Principals; Professional Services; *Role Perception; Tables (Data); Teacher Administrator Relationship; *Teacher Attitudes

This study investigates hypotheses about differences in the perceptions of middle school principals and teachers concerning those principal performance skills that are practiced and those that should be practiced. A survey instrument consisting of 37 principal performance skills on a five-point Likert-like scale was sent to the principals and teachers of 24 selected middle schools. Responses were received from 23 principals and 440 of the 822 teachers. For analysis, the skills are organized in the categories of administrative leadership, instructional leadership, and interpersonal relationship skills. Significance level for each skill was measured by the mean and t-test. According to the data, teachers and principals do not agree on the recommended skills that should be practiced by middle school principals in the instructional leadership and administrative service areas. However, there was congruency in the interpersonal relationship area on a majority of the skills. Some recommendations are offered to help principals develop a clear understanding of the perceptions of their teachers. (Author/MLF)

ED214289 EA014541

Edge, David L.; Valentine, Jerry W.

Administrative Style and Organizational Climate in Junior High and Middle Schools.

National Middle School Association, Fairborn, Ohio.
Pub Date 81
Note-6p.; Paper included in "Middle School Research. Selected Studies 1977-1979. Volume III" (EA 014 535). For related documents, see EA 014 535-543.
Available from-Not available separately; see EA 014 535.
Document Not Available from EDRS.
Descriptors-*Administrative Organization; Administrator Evaluation; *Administrator Role; Comparative Analysis; Educational Practices; Intermediate Grades; Junior High Schools; *Leadership Styles; *Middle Schools; Multiple Regression Analysis; Multivariate Analysis; Open Education; *Organizational Climate; *Principals; Role Perception; Teacher Administrator Relationship; Teacher Attitudes

This study compares the administrative styles of principals of junior high schools with those of middle school principals. It also examines the school climates of these schools and analyzes the relationships between climate and administrative style. The population for the study consisted of 77 teachers from 19 middle schools and 69 teachers from 19 junior high schools, all in the Midwest. The Purdue Rating Scale for Administrators and Executives and the Organizational Climate Description Questionnaire were employed to measure, respectively, administrative style and school climate openness. Multivariate analysis of variance was used to analyze teachers' perceptions. Multiple linear regression analysis was employed in the second phase of the study to analyze the linear relationship between the dependent variable, school climate openness, and the predictor variables. Findings revealed no statistically significant differences between climate, style of administrator, and school organization. A linear relationship was found between the predictor variable "democratic orientation" and the dependent variable "openness." The data clearly indicated that principals exhibiting more emphasis on democratic orientation were administering schools with more open climates. (Author/MLF)

ED214290 EA014542

Kenner, Martin

Teaching Decimal Math with Calculators.

National Middle School Association, Fairborn, Ohio.
Pub Date 81
Note-6p.; Paper included in "Middle School Research. Selected Studies 1977-1979. Volume III" (EA 014 535). For related documents, see EA 014 535-543.
Available from-Not available separately; see EA 014 535.
Document Not Available from EDRS.
Descriptors-*Academic Achievement; *Calculators; Comparative Analysis; *Computation; *Decimal Fractions; Junior High Schools; *Middle Schools; Secondary School Science

The purpose of this study was to investigate the effects of the use of hand-held calculators on the teaching of decimal arithmetic in seventh and eighth grade pre-science units. In particular, the effects of calculators on pencil and paper computational skills and on conceptual understanding were studied. The study consisted of a pre-unit evaluation, an 8-day learning unit with a series of worksheets designed to present the concepts of decimals, and a post-unit evaluation. The subjects were 384 seventh and eighth grade students of Brookings (South Dakota) Middle School, divided so that only one-half of each grade would use calculators during the instructional period. Neither group used calculators on either the pretest or posttest. Analysis of variance and analysis of covariance revealed no significant differences between the two groups on either the pretest or the posttest. The analysis indicates that calculators, as instructional aids, did not promote or hamper the performance of the students on the decimal operations and that the computational skills of the students were not dependent on the machines. (Author/MLF)

ED214291 EA014543

Burt, Marilyn; And Others

Exceptional Students: Exceptional Needs.

National Middle School Association, Fairborn, Ohio.
Pub Date 81
Note-7p.; Paper included in "Middle School Research. Selected Studies 1977-1979. Volume III" (EA 014 535). For related documents, see EA 014 535-542.
Available from-Not available separately; see EA 014 535.
Document Not Available from EDRS.
Descriptors-*Academically Gifted; Black Students; Exceptional Child Research; *Exceptional Persons; Junior High Schools; *Middle Schools; *Mild Mental Retardation; Racial Distribution; *School Counselors; Self Concept; *Student Needs

The purpose of this investigation was to determine the needs and problems of exceptional middle school students as well as their perceptions of guidance services. Participants in the study were 229 educable mentally-retarded (EMR) and 245 gifted (GIF) students in six Alachua County (Florida) middle schools. The racial distribution of the students was 83 percent black in the EMR classes and 4 percent black in the GIF classes. Four of the schools had two counselors each and two schools had one counselor each. Three evaluation instruments were administered to the students: the Modified Mooney Problem Check List, to assess students' guidance needs; the Piers-Harris Children's Self-Concept Scale; and the Counseling Service Questionnaire, to ascertain the number of counselor contacts, the problems viewed as appropriate for discussion with a counselor, and perceived counselor attributes. EMR students reported at least twice as many problems as did GIF students. GIF students had significantly higher self-concept scores than did EMR students; however, students from both groups who reported a high number of guidance needs were almost identical in self-concept. The more problems a student reported, the lower the self-concept, and vice versa. (Author/MLF)

ED214292 EA014555

Corbett, H. Dickson, III

School Contingencies in the Continuation of Planned Change.

Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date Mar 82
Note-40p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Curriculum Guides; Educational Assessment; *Educational Innovation; Elementary Secondary Education; Feedback; *Incentives; *Institutional Characteristics; Instructional Improvement; Interprofessional Relationship; Longitudinal Studies; *Program Effectiveness; Program Implementation; Student Teacher Relationship; Teacher Administrator Relationship
Identifiers-*Continuity

To examine the durability of educational changes, researchers studied the school-related factors that promote or hinder the maintenance of classroom instructional changes beyond the initial period of change implementation. A brief review of the literature on change durability also reveals a paucity of research on the subject. The researchers gathered qualitative data on 14 elementary, junior high, and high schools in a variety of urban, suburban, and rural settings during a two-year period after the implementation of instructional changes. Using fieldwork methods that included observation and formal and informal interviews, they examined the nature of the implementation, the school factors or contingencies, critical post-implementation events, and the continuation status of the changes. Their data indicate that the most important factors promoting continuation are teacher incentives (from administrators, other teachers, and students) for making the changes, revision of the curriculum guide and other school rules governing instructional behavior, and assessments of the effectiveness of the changes. (Author/RW)

ED214293 EA014556

Earle, Janice

Community-Based Learning and Service: The Impact of an Innovation.

Pub Date Mar 82
Note-31p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Community Services; Cost Effectiveness; Curriculum Development; *Field Experience Programs; High Schools; *Instructional Innovation; Longitudinal Studies; Pilot Projects; Program Evaluation; Questionnaires; *School Community Programs; School Community Relationship
Identifiers-Maryland; Replication

A two-year pilot study evaluated a curriculum innovation at one rural and one urban high school in Maryland. Called the Community-Based Learning and Service (CBLS) Program, the innovation involved placing large numbers of students during part of the school day with community sponsors where they could learn about and provide community services as an additional part of their instructional program. The evaluation research included participant observation, a survey of participating students, and almost 200 structured and unstructured interviews with teachers, administrators, students, and community site sponsors. Data were collected on the implementation of the CBLS program and on its impact, outcomes, cost, feasibility, and replicability. The evaluation results, says the author, indicate the feasibility of the CBLS program. Among the other findings are that teachers were most likely to oppose the innovation, while students, sponsors, and parents were satisfied; that CBLS changed teaching and administrative patterns but also improved student attendance and school-community relations; and that the innovation's replicability depends on teacher involvement, support from building administrators and the state, adequate sponsor recruitment, qualified staff, and orienting, monitoring, and counseling of students. A copy of the student survey questionnaire is appended. (RW)

ED214294 EA014557

Hackett, E. Raymond; And Others
Developing Public Education Policy through Policy-Impact Analysis.
Pub Date Mar 82
Note-19p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Educational Facilities Planning; Educational Objectives; *Educational Policy; Educational Trends; Elementary Education; Models; *Policy Formation; *Prediction; Predictive Measurement; Trend Analysis
Identifiers-Louisiana; *Policy Analysis
A model for analyzing policy impacts is presented that will assist state-level policy makers in education. The model comprises four stages: (1) monitoring, which includes the identification of relevant trends and issues and the development of a data base; (2) forecasting, which uses quantitative and qualitative techniques developed in futures research; (3) goal setting by policy makers, which evolves from the forecasts in stage two; and (4) policy analysis and implementation, which encompasses the analysis of alternative policies' impacts on the trends, events, and goals chosen. An example is provided of how the policy impact model could be applied to school facilities planning in northwestern Louisiana, where future economic growth seems imminent. The monitoring stage of the model would entail identifying the relevant variables, such as population and enrollment trends, and the sources of data on these variables. In the forecasting stage, planners would choose the proper quantitative technique and check its results against those generated by qualitative forecasts. Goal setting would involve assisting local policy makers to choose normative goals and preferable futures. In the last stage, planners would identify potential school facility policies based on the goals and match them with likely impacts. (RW)

ED214295 EA014558

Johnson, Charles F., Jr.

Lau vs. Nichols Implementation Study within the Alhambra City School District.

Pub Date Mar 82
Note-32p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Bilingual Education; *Compliance (Legal); Court Litigation; Elementary Secondary Education; Federal Courts; Non English Speaking; *Program Development; Program Evaluation; Program Implementation; School Surveys
Identifiers-*Alhambra City School District CA; Alhambra High School District CA; *Lau v Nichols; Limited English Speaking

In 1976, two California school districts, the Alhambra City School District (for elementary students) and the Alhambra High School District, were cited for noncompliance with the U.S. Supreme Court's decision in Lau v. Nichols, which requires public schools to teach non- and limited-English speakers in their own languages while they learn English. This report discusses the Lau decision, describes the districts' response to the federal citation, and evaluates the programs implemented. The author draws on statistical and documentary data and on interviews with district educators, professional specialists, and program committee members. Following a lengthy discussion of the Lau case, the report presents a detailed chronology of the districts' development of their bilingual programs, from March 1976 to June 1977. Program implementation for the districts' Spanish, Chinese, and Japanese speakers is described. Criticisms of the programs revealed in a survey of 52 district teachers are noted. The author also quotes the current evaluations, which commend the programs highly. Among the author's conclusions are recommendations that bilingual teachers not participating in the programs be given incentives to do so and that all teachers be informed more fully about the programs. (RW)

ED214296 EA014559

Jones, Effie H.; Montenegro, Xenia P.

Strategies and Other Predictors for the Upward Career Mobility of Women in School Administration.

Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date Mar 82
Note-21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Administrator Characteristics; *Administrators; Career Development; Educational Administration; Elementary Secondary Education; *Faculty Promotion; *Management Development; Networks; Psychological Characteristics; Surveys; Tables (Data); *Trainees; *Women Faculty
Identifiers-American Association of School Administrators; Career Barriers; Resumes

Questionnaire surveys and resume ratings of 107 women school administrators, 75 of whom attended workshops for women administrators given by the American Association of School Administrators (AASA), tested the effects of the AASA training and of personal and professional characteristics, job-seeking strategies, and internal and external barriers on the women's upward career mobility. The administrators were surveyed during the workshops and four years later. Data were gathered on age, ethnicity, marital status, children, present position, educational background, job experiences and skills, future aspirations, reference letters, clarity of resume expression, opportunities to make presentations, barriers encountered, and strategies used to overcome barriers. Analysis using descriptive statistics, t-tests, and regression indicates that the AASA training decreased trainees' external barriers (such as lack of sponsors) but also led 22 percent of the trainees to switch out of school administration. It was also found that clarity of expression and job experience were related to career growth and that women with good reference letters and fewer internal barriers tended to become superintendents. The authors recommend further support from AASA and similar organizations for women administrators and provision of training to women just starting in education. (RW)

ED214297 EA014560

Bank, Adrianne; Williams, Richard C.

Evaluation Design Project: School District Organization Study. Annual Report.

California Univ., Los Angeles. Center for the Study of Evaluation.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date 1 Dec 80
Grant-NIE-G-80-0112-P-5
Note-247p.
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-Case Studies; Classroom Techniques; Coordination; Educational Cooperation; Educational Environment; *Educational Testing; Elementary Secondary Education; *Instructional Improvement; Models; Questionnaires; School Districts; *Student Evaluation; Teacher Attitudes
Identifiers-*Linkage Analysis; Naturalistic Research

A three-year research project aims to describe and analyze how school district management of educational testing and evaluation can better link these activities to instructional improvement, according to this first annual report. After chronicling the first year's activities, the authors discuss their use of case studies, interviews, and naturalistic inquiry to gather data on the district subsystems linking testing, evaluation, and instruction, the subsystems' origins and characteristics, and the effects of testing and evaluating on teachers and classroom activities. They review the literature on the subject and construct an analytical framework that includes social, professional, and district environments, educators' ideas about testing-evaluation-instruction (T-E-I) linkages, the components of T-E-I subsystems, staff performance, coordinating mechanisms, and classroom impacts. The report describes the four case studies (of a projected six) begun so far, presenting for each district historical and background information, district testing and professional development functions, linking activities and mechanisms, and classroom effects. Each case study is reexamined in terms of the analytical framework. Observations based on the case studies are then made about the framework's factors. The project questionnaire and supporting documents are appended. (RW)

ED214298 EA014561

Theodory, George C.

The Mediating Role of Principals' Situational Favorableness on School Effectiveness in Lebanon.

Pub Date Mar 82

Note-21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982). Not available in paper copy due to broken print of original document.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Academic Achievement; Foreign Countries; *Job Satisfaction; *Leadership Styles; National Surveys; Power Structure; *Principals; Scores; Secondary Education; *Teacher Administrator Relationship; Teacher Attitudes

Identifiers-*Lebanon; Relationship Orientation; *School Effectiveness; Situational Variables; Task Orientation

Data on a sample of 98 Lebanese secondary schools--representative of the country's urban, rural, public, private, Moslem, and Christian schools--were used to test F. E. Fiedler's hypothesis that school effectiveness is related to the match between the principal's style and his or her school's "situational favorableness." School effectiveness was measured by teacher job satisfaction and by student scores on three sets of national tests. Principal style was defined as the principal's orientation toward relationships or toward task accomplishment.

Situational favorableness comprised the principal's authority or power position, school leader-member relations, and the structure of school tasks. Data on these factors were gathered from surveys of 98 principals and 728 teachers and from test scores on 2,999 students. Statistical analysis using regressions, correlations, and t-tests failed to support Fiedler's hypothesis but did indicate, among other things, that good leader-member relations and strong principal power position correlated highly with teacher satisfaction and high scores on one of the national tests. (RW)

ED214299 EA014562

Felsenthal, Helen

Factors Influencing School Effectiveness: An Ecological Analysis of an "Effective" School.

Pub Date Mar 82

Note-21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982). Not available in paper copy due to small print of original document.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Black Students; Case Studies; Educational Environment; Elementary Education; Expectation; *Leadership; Observation; Parent School Relationship; *Principals; Questionnaires; Student Attitudes

Identifiers-Ecological Psychology; *School Effectiveness

A case study of an effective, predominantly black, public elementary school in an eastern inner-city area, aimed to identify and define factors that relate to school effectiveness. The analytical method used, drawn from ecological psychology, emphasizes observing natural behavior in its normal environment and noting the links between the person and the environment. Information came from 35 structured interviews with students, administrators, educators, and parents and from behavioral observation in offices, classrooms, and other school areas. Data were gathered on interactions relating to leadership, instruction, expectations, school climate, evaluation, and parental involvement. The research results indicate that strong leadership from the principal was the most crucial factor in the school's effectiveness, especially as exhibited in the principal's impact on school climate, expectations, academic standards, and parent-school relations. A copy of the interview questionnaire is appended. (Author/RW)

ED214300 EA014563

Brieschke, Patricia

A Case Study of Teacher Role Enactment in an Urban Elementary School.

Pub Date Mar 82
Note-51p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Behavior Standards; Case Studies; Elementary Education; *Interprofessional Relationship; Organizational Theories; Role Theory; Social Behavior; *Student Teacher Relationship; *Teacher Administrator Relationship; Teacher Behavior; *Teacher Role

Using role concepts and organizational theory, this case study examined the role enactments of 26 teachers in a large urban elementary school in the Midwest. Data were gathered through interviews and through observation of teacher interaction with students, colleagues, and administrators. The study concentrated especially on the ways teachers interpreted and responded to the school's organizational characteristics, established a relationship with the principal, and developed stretegies to survive in the organization. After a review of organizational theory and role theory, the paper describes the school setting and discusses the results of the observations and interviews. Three modes of role enactment were identified: (1) "elite" teachers, who negotiated their role in close contact with the principal; (2) "reinforcement" teachers, the guardians of the school's organizational norms; and (3) "fringe" teachers, who were estranged from both the administration and organizational norms. The paper describes how teachers in the different role enactment modes behaved when disciplining students, teaching the curriculum, assigning homework, and promoting students. (RW)

ED214301 EA014564

Shakeshaft, Charol; And Others

Evaluation of a Course for Women in Educational Administration.

Pub Date Mar 82
Note-58p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).
EDRS Price - MF01/PC03 Plus Postage.
Descriptors Career Development; Course Evaluation; *Educational Administration; Faculty Promotion; Higher Education; *Management Development; Self Concept; Self Concept Measures; *Women Faculty; *Workshops

To address the differing experiences and needs of women who are potential administrators and to examine the barriers to their success, the Hofstra University Department of Educational Administration initiated an intensive workshop called "Women in School Administration" in 1980. The authors begin this evaluation of the workshops by discussing the need for the course and the internal and external barriers facing women administrators. They describe the course's implementation, give a demographic profile of its participants, and list its three objectives: to increase participants' level of self-concept, produce growth in their long- and short-term career goals, and help them move into administrative positions. Evaluation of the course included tests of participants' ego development immediately before and after the workshops, surveys of career goals and job status during and one and two years after the workshops, and participants' written evaluations of the course. The evaluation data indicate the course succeeded in improving participants' self-concept and in changing their career goals and administrative positions. Appendices provide the course syllabi for 1980-1982, evaluation instruments for ego development and goal and job changes, and the course evaluation forms. (RW)

ED214302 EA014565

Heckman, Paul E.

Exploring the Concept of School Renewal: Contextual Differences between More and Less Renewing Schools.

Pub Date 21 Mar 82

Note-41p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982). Portions of original are marginally legible.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Comparative Analysis; *Educational Change; Educational Improvement; Educational Innovation; Elementary Secondary Education; *Institutional Characteristics; Problem Solving; Teacher Attitudes; Teacher Characteristics; Teacher Participation

Identifiers-Goodlad (John I); *School Renewal; Study of Schooling (A)

Using the data collected in Goodlad's "Study of Schooling," this study attempted to determine what criteria differentiate more and less renewing schools. A renewing school was described as solving its own problems and having a continuous process of improvement based on staff-designed alternatives. Thirty-eight schools from the Goodlad study were first characterized as more or less renewing by determining whether teachers identified problems and whether effective solutions were implemented. A number of contextual variables were identified and discriminant analysis was done. Among the demographic or personal variables, professionalism, age, and educational attainment of teachers had the highest loading coefficients (accounting, however, for only six percent of the variance). Six school-focused variables, the most powerful subset of variables, appeared to differentiate more or less renewing schools; these included "take care of business" (a generalized measure of ability to solve problems, meet the needs of individuals, and achieve goals in the school), adequacy of resources, principal leadership, staff cohesiveness, chances for successful solution of school problems, and adequacy of teacher assistance. Class or curriculum focused variables, including teachers' rating of the school and teacher influence over curriculum, instruction, and behavior, also differentiated more and less renewing schools. (Author/JM)

ED214303 EA014566

Banta, Trudy W.; And Others

A Functional Model for Management of Large Scale Assessments.

Pub Date 22 Mar 82
Note-13p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Evaluation Methods; Models; National Programs; Organization; Personnel Selection; Planning; Power Structure; *Program Evaluation; Recruitment; Scheduling; State Programs; Training
Identifiers-Large Scale Programs; Timelines

This functional model for managing large-scale program evaluations was developed and validated in connection with the assessment of Tennessee's Nutrition Education and Training Program. Management of such a large-scale assessment requires the development of a structure for the organization; distribution and recovery of large quantities of materials; the hiring, training, and supervision of part-time temporary assistants to administer the assessment; and scheduling and supervision in a natural setting. Three elements of the model are critical to its implementation. The first is the development of a leadership framework (to establish and clarify lines of responsibility among members of the assessment staff). The second is construction of an activity timeline (containing personnel assignments and target dates for completion). The third element is a structured procedure for the recruitment, interviewing, selection, and training of field assistants (including determining job qualifications, formulating screening instruments and interview questions, and developing a handbook for field assistants). Other important elements of the model include a representative sampling procedure, communication channels with cooperating agencies, an assessment schedule, and instrumentation and data-gathering procedures. Also important are assignment of field assistants to specific sites and solicitation of feedback. (Author/JM)

ED214304 EA014569

Poe, M. Catherine; And Others

The Making of the Principal: A Study of Recent Literature for Elementary School Principals.

Pub Date 21 Mar 82
Note-24p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Administrator Role; Elementary Education; *Periodicals; *Principals; *Scholarly Journals; *Sex Bias; Sex Discrimination; *Sex Fairness; Textbook Content

Based on the view that the principal's influence is felt long after students leave school, this study looked at the literature designed to help elementary principals eradicate sexism in the schools. First the researchers attempted to examine information on eradicating sexism in the texts used in graduate schools to train principals, but found a dearth of books specifically designed for elementary principals. They then examined recent literature in educational journals. The journals yielded very little relevant material, although some articles in the magazine "Principal" gave pertinent advice, research findings, and useful information. Most articles in other educational or scholarly journals were superficial, with little information a principal could apply to his or her school. It is recommended that the educational and scholarly journals make a concentrated effort to address this lack of information. (Author/JM)

ED214305 EA014570

Ortiz, Flora Ida

The Management and Administration of Instructional Supervision.

Pub Date Mar 82
Note-29p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982). Not available in paper copy due to light print of original document.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Administrator Attitudes; Administrator Role; Case Studies; Classroom Observation Techniques; Elementary Secondary Education; *Instructional Improvement; Lesson Observation Criteria; Observation; *Principals; *Teacher Evaluation; Teacher Improvement; *Teacher Supervision

Based on the view that instructional supervision means the improvement of both teachers and instruction, this paper attempts to show how instructional supervision is managed and administered by one principal. Data were gathered through observation and interviews conducted for a related study by the author on teacher rewards. The bulk of the paper consists of quotes from the principal being observed (Mrs. O.) about her beliefs and activities. Accompanying these quotes are analysis and elaboration to explain Mrs. O.'s view of supervision. Quotes chosen are intended to illustrate the expectations, goals, and philosophy Mrs. O. holds about supervision. The author concludes that Mrs. O. offers suggestions about classroom management rather than about the lesson being taught. It is proposed that Mrs. O. conducts instructional supervision in indirect ways, primarily through insisting on staff development conference attendance and on report presentation. The author suggests that most principals do not understand how to evaluate instruction and so resort to evaluating persons. (Author/JM)

ED214306 EA014571

Stuck, Gary; Rubin, Roberta

A Method for Enhancing Training and Monitoring of Program Adaptions and Adoptions in New Situations.

Pub Date 19 Mar 82
Note-16p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982). Not available in paper copy due to light print of original document.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Educational Innovation; Elementary Secondary Education; Evaluation Criteria; Inservice Education; Program Evaluation; *Program Implementation; *Rating Scales; *Training; Training Objectives

Described here is a rating scale to provide feedback about the success of training and of program implementation when a new program is being adopted. It allows project personnel to determine whether trainees possess the knowledge and skills necessary to implement a new program for which they are being trained. It also informs project personnel of the extent to which a program has been implemented. The elements of the rating scale include columns containing descriptions of the activities and attributes associated with the educational program, criterion levels for each attribute, data sources and monitoring or documenting activities for measurement of each attribute, reports of the level of implementation, and an indication of whether the criterion level has been met. The level of implementation is stated in terms of precise levels of compliance. Information concerning the implementation of program attributes is collected by internal and external program evaluators using multiple techniques. Programs adapted for use in new situations can be evaluated using the same attributes and criteria used for the original program. (Author/JM)

ED214307 EA014572

Allocca, Rose; Muth, Rodney

School Culture and Academic Achievement: A Cross-gender, Cross-cultural Study.

Pub Date Mar 82
Note-40p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Academic Achievement; Educational Environment; Ethnic Groups; *Family Influence; Grade 12; High Schools; Individual Characteristics; *Peer Influence; *Personality Traits; Predictor Variables; Self Esteem; Sex; Student Attitudes; *Student Characteristics; Tables (Data)

Using school records, questionnaires, interviews, and psychological tests, researchers studied the factors affecting academic achievement in

a large, urban, technical high school. For 20 high-achieving and 20 low-achieving seniors, data were gathered on sex, ethnicity, personality factors, high school and college entrance test scores, grade point averages, areas of concentration, attendance, activities, study habits, school motivation, academic self-concept, self-perception of problems, successes, failures, and influences of peers, family, and school personnel on decisions regarding school, program, and college selection. Information came not only from students but also from parents, teachers, and friends. Crosstabulation of the data led the authors to conclude that family influences strongly affect achievement through their impact on student self-confidence and independence; that peer networks, or school culture, are important influences on program and college decisions; that female students have a higher self-image and better achievement records; and that gender and ethnicity are related to student independence and motivation, which in turn affect student achievement. (RW)

ED214308 EA014573

Reeves, Roxanne W.

Stress in School Environments: An Administrative Perspective.

Spons Agency-National Inst. of General Medical Sciences (NIH), Bethesda, Md.; Stanford Univ., Calif. Inst. for Communication Research.

Pub Date Mar 82

Note-37p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982). Study also supported through the Stanford Heart Disease Prevention Program.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-High Schools; Hispanic Americans; *Institutional Characteristics; *Stress Variables; Student Adjustment; *Student Characteristics; Student Problems

Rather than examining stress at the level of individuals, as is usually done, this study looked at stress at the institutional level or from an "administrative perspective." The purpose was to measure changes in levels of stress in schools over the academic year. Schools sampled included three public high schools in Salinas, California. The majority in two of the schools was white and in the third school the majority was Hispanic. Daily measures of stress were collected from routine administrative records, such as student contacts with school and community services or staff. Stress indicators included several categories: dietary (cafeteria customer counts), medical, academic, facilities use, and behavioral. Findings indicated that patterns of stress in schools are highly variable over the course of the academic year; are systematic, not random, in school environments; and may vary in predictable ways between schools. There were differences in the patterns between the white schools and the Hispanic school. More should be done to investigate time-ordered patterns of stress in educational settings and to control for this source of variation in planning, evaluation, and research. (Author/JM)

ED214309 EA014574

Ortiz, Flora Ida

Teaching Lessons: Incentives for Structuring Learning Activities.

Pub Date Mar 82

Note-38p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Behavior Standards; *Class Organization; Classroom Environment; Educational Objectives; Elementary Education; Instruction; Learning; Student Behavior; Teacher Attitudes; *Teacher Behavior; *Teacher Motivation; Teacher Role

Identifiers-*Lesson Structure

How teachers' incentives affect the way they go about their work is the subject of this report. Data (originally collected for another related study by the author) were obtained through classroom and nonclassroom observations and teacher interviews. The report consists primarily of a comparison of the teaching of two teachers. Material from lesson observations and interviews is quoted extensively. In analyzing these quotes, it is assumed that all lessons have a five-part structure: demarcation, opening, instruction, closing, and demarcation. This structure is seen to be the way to focus attention on those aspects necessary in the creation of the classroom culture. The data analysis suggests that the two teachers have differing incentives. Mr. V.'s primary goal is "teaching," while Mrs. Y. sees "children's learning" as her primary incentive. The author analyzes how these two perspectives are apparent in the components of the lesson structure. (Author/JM)

ED214310 EA014576

Goldstein, Marjorie T.

Using Administrative Tactics to Introduce Curriculum Innovation.

Curriculum Research and Development Center in Mental Retardation, New York, NY.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date Mar 82
Contract No-300-76-0050
Note-32p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Administrator Role; Administrators; *Adoption (Ideas); *Change Strategies; Communication (Thought Transfer); Elementary Secondary Education; *Instructional Innovation; Program Implementation; Questionnaires; Special Education; Supervisors; Teacher Administrator Relationship
Identifiers-Leadership Actions Survey; Social Learning Curriculum

This study attempted to identify which tactics used by administrators had the greatest influence on the introduction of special education curriculum innovations. Surveys and interviews with administrators in 39 sites were used to gather data. The administrators were those identified as advocates of a particular innovation, the Social Learning Curriculum for handicapped students. The survey was adapted from the work of Hull and Kester, based on their theoretical framework of tactic types. This framework, however, did not differentiate among advocates' actions used to introduce a curriculum innovation. Consequently a factor analytic procedure was applied to the data. Three tactic use factors were identified and named following Chin and Benne's conceptualization of strategies of changing. This conceptualization identifies strategies as empirical-rational (in this case, involving the communication of information), power coercive (here, involving the use of mandates or orders), and normative-re-educative (involving the creation of conditions within which teachers may innovate). The only tactics that were significantly correlated with extent of diffusion of the innovation (defined as teachers in possession of all or part of the curriculum at the time of the study) were the empirical-rational tactics. A copy of the Leadership Actions Survey is appended. (Author/JM)

ED214311 EA014577

Hannaway, Jane

A View of Work Flow in an Administrative System: The Case of Routine and Non-Routine Work.

Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date Feb 82
Contract No-NIE-G-79-0044
Note-42p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Administrative Organization; Administrator Responsibility; *Administrator Role; Administrators; Educational Administration; Elementary Secondary Education; *Job Analysis; Occupational Information; Questionnaires; Tables (Data); Task Analysis
Identifiers-*Central Office Administrators; *Work Flow Patterns

Based on the view that an administrative organization is composed of interacting individuals and that work flows through an interaction process, this paper attempts to develop a methodology that allows for the study of work flow patterns. It also applies this methodology to a particular educational organization in order to understand its peculiar inner workings. The work flow model was developed to estimate the number of steps an administrative system took to handle different types of work. Data were collected from 52 managers in the central office of a large school district by randomly sampling their work activities over a 6-week period. Findings suggest that much of the work carried out in educational organizations is never completed (such as curriculum reform, discipline policy, or union relations). It was found that the primary carriers and producers of this type of work are upper-level managers. A large proportion of their work was generated by other upper-level managers and probably will also be passed to upper-level managers. This holds for both routine and nonroutine work. These findings are interpreted to mean that upper-level managers spend much time discussing irresolvable issues while lower-level managers are more likely to complete the tasks they undertake. (Author/JM)

ED214312 EA014579

Toward Competency. A Guide for Individualized Instruction. Student Edition. Revised.
Oregon State Dept. of Education, Salem. Special Education Section.
Pub Date 81
Note-188p.; For a related document, see ED 208 572.
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Basic Skills; *Behavioral Objectives; *Competency Based Education; Daily Living Skills; *Educational Objectives; Elementary Secondary Education; Health Education; *Individualized Education Programs; Individualized Instruction; Interpersonal Competence; Leisure Time; *Performance; Psychomotor Objectives; Records (Forms); Self Care Skills; *Special Education; State Curriculum Guides; Work Attitudes
Identifiers-Work Habits

The second part of a two-part publication, this material is designed to be used as a curriculum guide and progress record for the special education student who is unable to benefit fully from the regular school program. It presents goals and subgoals for students in six curriculum areas in grades one through twelve. The basic skills chapter includes gross motor skills, auditory discrimination, reading, study skills, and mathematics. The personal and social awareness chapter includes such areas as self, family, authority, and dependency. Living in the environment is divided into such subareas as animals, weather, clothing, budgeting, and postschool adjustment. Career education includes work habits and preparation for and exploration of work experiences. Human ecology includes health, safety, and physical education. The chapter on leisure time activities is divided into such areas as outdoor recreation, arts and crafts, and organizations. Goals and subgoals are presented in sequential steps. This edition differs from the teachers' edition by the inclusion of a grid for recording individual students' progress toward meeting subgoals and goals. Goals and subgoals are

defined as performance outcomes a student is expected to achieve while enrolled in a special education program. (Author/JM)

ED214313 EA014581

Cooper, Elizabeth; And Others

Special Report: Labor Relations in Elementary and Secondary Education, 1980-1981. Government Employee Relations Report.

Bureau of National Affairs, Inc., Washington, D.C.
Report No-GERR-RF-209
Pub Date 2 Nov 81
Note-96p.
Available from-Customer Service, Bureau of National Affairs, Inc., 9401 Decoverly Hall Road, Rockville, MD 20850 ($10.00; quantity discounts).
Document Not Available from EDRS.
Descriptors-Civil Rights; *Collective Bargaining; Court Litigation; Elementary Secondary Education; Labor Legislation; Labor Problems; *Labor Relations; Negotiation Agreements; Recruitment; Reduction in Force; Teacher Dismissal; Teacher Strikes; *Unions
Identifiers-American Federation of Teachers; National Education Association; Union Organizing Literature

In 1980-81, one issue dominated labor relations in elementary and secondary education--layoffs. In the future, unions are expected to protest layoffs more and more, at the bargaining table, on the picket line, and in the courts. This report highlights this issue in its section on major developments. The two major teacher unions--American Federation of Teachers and National Education Association--are currently reviewing their roles in the light of huge cuts in federal funding for education and the prospect of the loss of cabinet rank for the Education Department. Included in this report are exclusive interviews with the top officials of both unions and extensive organizing literature for both unions. In addition the report contains a discussion of the issues involved in collective bargaining and negotiations, salary disputes, and legal developments in 1980-81 at both the state and federal court levels. The report contains a summary of the most significant contract settlements negotiated during that time and a listing of strikes that occurred in that academic year. Also included are a complete analysis of state legislative developments and a table of cases. (Author/JM)

ED214314 EA014598

Coleman, James; And Others

Public and Private Schools. An Analysis of High School and Beyond: A National Longitudinal Study for the 1980's.

National Opinion Research Center, Chicago, Ill.
Spons Agency-National Center for Education Statistics (ED), Washington, D.C.
Report No-NCES-82-230
Pub Date Nov 81
Contract No-300-78-0208
Note-491p.; For related documents, see ED 197 503 (draft), ED 204 637, and ED 204 856.
EDRS Price - MF02/PC20 Plus Postage.
Descriptors-Academic Achievement; *Catholic Schools; Discipline; Educational Assessment; Educational Environment; *Educational Resources; Educational Status Comparison; Family Income; Institutional Characteristics; Longitudinal Studies; National Surveys; *Outcomes of Education; *Private Schools; *Public Schools; Questionnaires; Racial Distribution; Secondary Education; Statistical Analysis; Student Behavior; *Student Characteristics; Student Educational Objectives; Student School Relationship; Tables (Data)
Identifiers-High School and Beyond (NCES); *Public and Private Schools (Coleman et al)

The data and analyses in this report are from the first (1980) wave of information from the National Center for Education Statistics study, "High School and Beyond," a longitudinal study of U.S. high school seniors and sophomores. Data are available for 30,030 sophomores and 28,240 seniors, a total of 84 percent of the 69,662 students in the sample. Catholic schools, which constitute about two-thirds of the total private sector, and other private schools are separately compared to public schools. For some analyses 11 high-performance private schools and 12 high-performance public schools are included in the comparison. The report covers four major areas of interest in the comparison of public and private schools: student body composition, resources available, the functioning of the schools, and the outcomes for students. Findings indicate that important factors in bringing about higher scholastic achievement in private and Catholic schools than in public schools are the greater academic demands and more ordered environments. Within the public schools, students who are better disciplined and are in schools with more ordered environments also achieve more highly. Appendices contain statistical references, items from the student and school questionnaires used in the analyses, and a bibliography. (Author/MLF)

ED214315 EC141515

New Part 200 of the Regulations of the Commissioner of Education Effective July 1, 1982.

New York State Education Dept., Albany.

Pub Date Apr 81

Note-48p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Definitions; Delivery Systems; *Disabilities; Educational Needs; Elementary Secondary Education; *Special Education; *State Aid; State Boards of Education; *State Legislation

Identifiers-*New York

The document contains the new Part 200 of regulations for Chapter 853, a New York law governing special education services. The law allows students to be placed on the basis of handicapping conditions or on the basis of four criteria representing a pupil's specific educational need. The regulations are intended to expand upon definitions currently in existence, spell out board of education responsibilities, build flexibility and specificity into the referral process, and specify timelines for both parents and school districts. A continuum of services model is used as the programmatic basis. Separate sections of the regulations deal with the following areas: definitions; board of education responsibilities; the committee on the handicapped; procedures for referral, evaluation, individualized education program development, placement and review; procedural due process; continuum of services; program standards for programs in private schools and state operated or state supported schools; state assistance for the instruction of handicapped pupils; state reimbursement to private schools and special act school districts educating children with handicapping conditions who were previously enrolled; and reimbursement to certain state operated and state supported schools for blind, deaf, and severely handicapped children. (DB)

ED214316 EC141516

Irmer, Larry D.; And Others

Physical Education Opportunity Program for Exceptional Learners (PEOPEL): A Teacher's Guide for Secondary Schools. Second Edition.

Arizona State Dept. of Education, Phoenix.; Phoenix Union High School District, Ariz.
Spons Agency-National Diffusion Network (DHEW/OE), Washington, D.C.
Pub Date Aug 80
Note-49p.; See EC 141 517 for the Administrative Guide.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Behavioral Objectives; Dance; *Disabilities; Gymnastics; *Physical Education; Recreational Activities; Secondary Education; Self Care Skills; Student Evaluation; Swimming; *Task Analysis; Teaching Guides; *Units of Study

The instructional guide for PEOPEL (Physical Education Opportunity Program for Exceptional Learners) contains 36 units of instruction for use with handicapped junior and senior high school students. The units contain basic performance objectives which have been task analyzed in an effort to individualize instruction. Each unit is divided into four sections: comments and activity experiences; performance objectives (cognitive, motor, and affective); task analysis; and student classifications (which identifies those handicaps which require activity modifications). The units are in eight areas (sample units in parentheses): aquatics (swimming and water safety); dance (folk/square and movement exploration); gymnastics (parallel bars and tumbling); individual sports (archery and golf); racquet games (badminton and handball); recreational activities (bicycling and bowling); self improvement and body maintenance (nutrition and posture); and team sports (basketball and flag football). Ten appendixes include a unit of instruction profile and sample, a performance objective assessment chart, a quiz on food fads and fallacies, and suggested warm up exercises. Also included is a section on evaluation and student assessment. (DB)

ED214317 EC141517

Irmer, Larry D.; And Others

Physical Education Opportunity Program for Exceptional Learners (PEOPEL): An Administrative Guide for Secondary Schools. Third Edition.

Arizona State Dept. of Education, Phoenix.; Phoenix Union High School District, Ariz.
Spons Agency-National Diffusion Network (DHEW/OE), Washington, D.C.
Pub Date Aug 79
Note-61p.; See EC 141 516 for the Teacher's Guide.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Behavioral Objectives; *Disabilities; Grading; Medical Evaluation; *Physical Education; *Program Administration; Recordkeeping; Referral; Secondary Education; Student Evaluation; *Task Analysis
Identifiers-*PEOPEL Program

The administrative guide for PEOPEL (Physical Education Opportunity Program for Exceptional Learners) offers procedures to enable a school or district develop the PEOPEL program which consists of 35 units of instruction with task analyses and performance objectives for handicapped students at the secondary level. Initial chapters provide information on definitions, statement of need, philosophy of the PEOPEL program, and goals and objectives of PEOPEL. The next section deals with organization and administration procedures and discusses program responsibilities and roles, recommended policies and requirements, and parental/community involvement. Identification, screening, and registration procedures are considered next with sections on student aides, referral procedures, the implementation timetable, the referral form, and the parent information letter. Sample medical information letters and forms are provided in the chapter on medical information. A large chapter on instructional procedures includes sections on the student aide training course, the format of the teacher's guide, the units of instruction, student evaluation, and grading and recordkeeping. (DB)

ED214318 EC141522

King, John D.; Humphrey, Jackie Hance

An Analysis of Five Major Public Laws and Their Impact on the Handicapped.

Texas Univ., Austin. Dept. of Special Education.
Pub Date 78
Note-92p.; Print is poor in parts.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Disabilities; Due Process; Elementary Secondary Education; Eligibility; *Federal Legislation; Individualized Education Programs
Identifiers-Developmental Disabled Assist Bill of Rights Act; Education Amendments 1974; Education for All Handicapped Children Act; Rehabilitation Act 1973; Special Health Revenue Sharing Act 1975

The study developed and tested a systematic format for discovering and displaying relationships among five major federal laws concerning the handicapped: P.L. 93-112 (Rehabilitation Act of 1973), P.L. 93-380 (Education Amendments of 1974), P.L. 94-63 (Special Health Revenue Sharing Act of 1974), P.L. 94-103 (Developmentally Disabled Assistance and Bill of Rights Act), and P.L. 94-142 (Education for All Handicapped Children Act of 1975). The study examined the statutes themselves, the legislative history to discover Congressional intent, and how the laws have been incorporated into the U.S. Code. A chart depicts the preceding laws which were amended by the five laws studied and the subsequent laws which have amended these five laws. The report is in three sections. The first presents a brief historical overview of the law with a summary of each law and an explanation of the topics reviewed. The next section presents an indepth review of the five laws by topic with excerpts of the relevant texts. The final section delineates results, conclusions, and observations related to the laws and gives recommendations for further study. A narrative summary and table comparing the laws is provided for the following topic areas: eligibility criteria, services provided, procedural safeguards, and individualized written programs. (DB)

ED214319 EC141526

Fact Sheets from the ERIC Clearinghouse on Handicapped and Gifted Children, 1980.

ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date 80
Note-34p.
Available from-The Council for Exceptional Children, Publication Sales Dept., 1920 Association Dr., Reston, VA 22091 ($4.95 nonmember; $4.21 member).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adult Education; Classroom Techniques; *Disabilities; Elementary Secondary Education; Grading; Humanistic Education; Individualized Education Programs; Learning Disabilities; Leisure Time; Mainstreaming; Mental Retardation; Peer Acceptance; Peer Teaching; Postsecondary Education; Severe Disabilities; Sex Education; Visual Impairments; Vocational Education; Volunteers
Identifiers-Surrogate Parents

The document is a compilation of 15 fact sheets developed during 1980 by the ERIC Clearinghouse on Handicapped and Gifted Children. Fact sheets are single sheets which provide basic information in a question-answer format and include additional resources and references. The fact sheets have the following titles: "Sex Education for Retarded Students"; "On Being a Surrogate Parent"; "Preparing Severely Handicapped Individuals for the World of Work"; "Who Needs a Surrogate Parent?" "Relationship of the IEP to Grading and Graduation Requirements"; "The Community's Role in Continuing Education for Disabled Adults"; "Volunteers in Special Education"; "Affective Education for Exceptional Students"; "Fostering Peer Acceptance of Handicapped Students"; "Learning Disabilities"; "Managing Inappropriate Behavior in the Classroom"; "Leisure Education"; "Peer and Cross Age Teaching in Mainstream Classes"; "Postsecondary Options for Learning Disabled Students"; and "Visually Impaired Students in the Mainstream." (DB)

ED214320 EC141527

Fact Sheets from the ERIC Clearinghouse on Handicapped and Gifted Children, 1981.

ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date 81
Note-34p.
Available from-The Council for Exceptional Children, Publication Sales Dept., 1920 Association Dr., Reston, VA 22091 ($4.95 nonmember; $4.21 member).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Administrator Role; Careers; Child Advocacy; *Civil Rights; *Disabilities; Drug Therapy; Due Process; Elementary Secondary Education; *Gifted; Individualized Education Programs; *Intervention; Parent Role; *Parents; Visual Learning

Fifteen fact sheets--two page overviews of issues in special education developed by the ERIC Clearinghouse on Handicapped and Gifted Children in 1981--are presented. The fact sheets address topics in a question and answer format and provide references as well as resources on each subject. The following titles are included, "The Administrator's Role in the Education of Gifted and Talented Children"; "The Cost Effectiveness of Special Education"; "Advocacy and Self Advocacy for Disabled Persons"; "Learning Related Visual Problems"; "Serving the LD Student in a Vocational Education Classroom"; "Careers in Special Education"; "The Argument for Early Intervention"; "The Arts and the Handicapped Child"; "Rights of the Handicapped"; "Educational Rights of American Indian and Alaska Native Handicapped Children"; "Procedural Safeguards"; "Individualized Education Program"; "Children on Medication"; "Parents' Rights and Responsibilities"; and "Parents of Handicapped Children." (CL)

ED214321 EC141528

Walker, James E.; Gentry, Ruben

Concerns for Meeting the Needs of Black Handicapped Children with Implications for Teacher Education.

Pub Date Feb 81

Note-15p.; Paper presented at The Council for Exceptional Children Conference on The Exceptional Black Child (New Orleans, LA, February 15-17, 1981).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Black Youth; *Cultural Differences; *Disabilities; Educational Needs; Elementary Secondary Education; Learning Processes; Models; *Teacher Education

The authors propose a framework for considering ways to meet the needs of black handicapped children. The framework recognizes three aspects: cultural background (ethnic customs, parental status, socioeconomic status, societal acceptancy, and individual uniqueness); teacher preparation (personal qualities, experiences, and teacher training); and the learning process (learning areas and strategies/activities). A summary section lists implications for the Teacher Education Division (TED) of The Council for Exceptional Children, including that TED should advocate that college curricula emphasize the unique needs of black handicapped children, champion the principle of least restrictive environment, and encourage black special educators to assume leadership roles in the education of black handicapped children. (CL)

ED214322 EC141529

Gentry, Ruben; Walker, James

Problems and Issues in Educating Bilingual Handicapped Children with Implications for Teacher Education.

Pub Date Feb 81

Note-16p.; Paper presented at The Council for Exceptional Children Conference on The Exceptional Bilingual Child (New Orleans, LA, February 18-20, 1981).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Bilingual Education; *Cultural Differences; *Cultural Influences; *Disabilities; *Teacher Education

Identifiers-*Limited English Speaking

The paper charts problems and issues involved in serving bilingual handicapped students, and proposes a framework for educating culturally diverse children. Among issues touched upon are those of group identity vs. national unity, use of the native language vs. English, introduction of the second language into the curriculum, and teacher preparation. The authors propose a framework which takes into account cultural background, teacher characteristics and preparation, and the learning process. Implications for the Teacher Education Division (TED) of The Council for Exceptional Children include that TED should encourage further research on the topic, promote affirmative action in the employment of minority individuals, and advocate improved services for bilingual handicapped students. (CL)

ED214323 EC141530

Wu, Wu-Tien; Schaffer, Eugene C.

Gifted and Talented Education in The Republic of China.

Pub Date Aug 81
Note-15p.; Paper presented at the World Conference on Gifted and Talented (4th, Montreal, Quebec, Canada, August 21-25, 1981).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Elementary Secondary Education; Foreign Countries; *Gifted; *History; Program Development; *Special Education; Talent; Talent Identification
Identifiers-*Taiwan

The paper traces the history of special education programs for gifted students in Taiwan and describes the current goals and nature of gifted programs. Four areas of support from the Ministry of Education are noted: program design, teacher education, resources (publications and instructional materials), and research. The identification procedure emphasizes group and individual intelligence tests as well as teacher recommendations. Examples of school and private agency programs are cited, and a concluding section addresses the future of gifted education. (CL)

ED214324 EC141531

Sarachan-Deily, Ann Beth

Parents and Teachers--Strategies for Improving and Coordinating Support Systems for Hearing-Impaired Students.

Pub Date Jun 81

Note-16p.; An expanded version of this paper was presented at the Biennial Meeting of the Convention of American Instructors of the Deaf (Rochester, NY, June, 1981).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Elementary Secondary Education; *Emotional Adjustment; Family Problems; *Hearing Impairments; *Parent Attitudes; *Parent Counseling; *Teacher Role

Teachers of hearing impaired children should be aware of the impact of a hearing impaired child on the family. The family may progress through stages of grief: denial, anger, bargaining, depression, and acceptance. Added complications of guilt make the situation more involved. Teachers can be effective in dealing with parents if they remember to listen, clarify what is and is not confidential, give the parents information, use terminology they can understand, be sensitive about nonverbal messages, and refer parents to a trained professional if needed. (CL)

ED214325 EC141532

Sarachan-Deily, Ann Beth

Deaf Readers' Comprehension of Individual Sentences.

Pub Date Jun 80

Note-27p.; Condensed version of this paper presented at the International Convention of the Alexander Graham Bell Association of the Deaf (Houston, TX, June 26, 1980).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Deafness; Elementary Secondary Education; *Recall (Psychology); *Semantics; *Sentences; Written Language

To examine syntactic and semantic differences between the written language of deaf and hearing persons, 30 deaf students (10 Ss were 10 to 12 years old, 10 Ss 13 to 15, and 10 Ss 16 to 18) were asked to recall sentences. Ss' recall was compared to that of hearing control Ss matched for age. More than half (59.8%) of the total number of sentences recalled by deaf Ss violated rules of English grammar, syntax, or both; while only 9.7% of hearing Ss' errors did so. Deaf Ss also made more recall errors than control Ss. However, deaf Ss could use the semantic relations in English sentences as well as the hearing Ss did to aid in recall, suggesting that the deaf are able to take advantage of semantic information and coding strategies for processing a sentence whether or not these relations are realized in their syntactic rules. (CL)

ED214326 EC141535

Miles, M.
Misplanning for Disabilities in Asia.
Pub Date Nov 81
Note-40p.; Print is marginally legible. Prepared at the Mission Hospital, Peshawar, Pakistan.

EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Developing Nations; *Disabilities; *Educational Needs; Foreign Countries; *Program Development; *Rehabilitation
Identifiers-*Asia

Two papers examine proposed programs for the disabled in developing nations of Asia and practical drawbacks to integrated education for handicapped pupils in developing countries. The first paper contrasts government rehabilitation policy and planning in Asian countries with the strategies currently advocated by international organizations in the disability field. It examines the motivation behind government plans for large disability complexes, and enumerates the problems likely to be encountered by the community rehabilitation proposals promoted by the World Health Organization. The author suggests a "middle way" based on experience in Pakistan which would mobilize community resources in small inexpensive day centers providing a realistic level of rehabilitation while being open ended toward more, and less specialized, programs. The second paper points out the serious problems in normal schooling (such as much rote learning) in the developing countries and concludes that handicapped students are only occasionally well served in this setting. (DB)

ED214327 EC141537

Lindahl, Marie

Equal Educational Opportunity in Special Education: Legal Mandates and Strategies for Planning, Chapter 766.

Massachusetts State Dept. of Education, Boston. Div. of Special Education.
Pub Date 19 Feb 81
Note-16p.; Paper presented at The Council for Exceptional Children Conference on The Exceptional Bilingual Child (New Orleans, LA, February, 1981, Session Th-19).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Bilingual Education; Compliance (Legal); Court Litigation; *Disabilities; Elementary Secondary Education; *Equal Education; Federal Legislation; History; *Minority Groups; Nondiscriminatory Education; Self Evaluation (Groups); Special Education; Testing Problems
Identifiers-*Limited English Speaking; *Massachusetts

The paper presents a history of the legal mandates (both legislative and judicial) for equal educational opportunity for linguistic and cultural minorities and describes the denial of this right in Massachusetts, as evidenced by overrepresentation of minorities in special education. Aspects of testing protocol, prereferral modification, and bilingual/special education are among factors considered. Guidelines are offered to help local school districts evaluate their progress in providing equal educational opportunity. (CL)

ED214328 EC141540

McBeath, Marcia; And Others
Identifying Low Income, Minority, Gifted and Talented Youngsters.
District of Columbia Public Schools, Washington, D.C.
Spons Agency-Department of Education, Washington, D.C.
Pub Date 26 Aug 81
Note-19p.; Paper presented at the Annual Meeting of the American Psychological Association (Los Angeles, CA, August 26, 1981).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Persistence; Creative Thinking; *Economically Disadvantaged; Elementary Secondary Education; Eligibility; *Gifted; Minority Groups; Socioeconomic Status; Special Programs; *Talent; *Talent Identification
Identifiers-District of Columbia Public Schools
The study evaluated the identification process for programs for the gifted and talented in the District of Columbia public schools. The authors (McBeath, Blackshear, and Smart) used the Baldwin Identification Matrix (which includes an informal creative thinking test, reading and mathematics tests, grades, and nominations) as a data management system. The 205 students identified were compared with a random sampling of 205 students not selected for the program. Results of the first discriminant analysis indicated that the highest contributor to identification was total nominations (peer, parent, and teacher). The next three contributing variables in descending order were peer nominations, mathematics, and parent nominations. When socioeconomic status was added as a variable, there was no change in the top discrimination coefficient suggesting that socioeconomic status did not play a very important part in the selection process though it did influence the structure of the discrimination function. When students who stayed in the program were compared with students who did not, total nominations was still the predictor variable contributing most to the function, followed, however, by reading, creative thinking, and mathematics. When socioeconomic status was considered, the variable contributing most to identification of students who stayed in the program from those who didn't was creative thinking, followed by parent nominations, socioeconomic status, and reading. (DB)

ED214329 EC141541

Bullock, Lyndal M.; And Others

Perceived Communication and Training Needs of Parents and School Professionals.

Pub Date Nov 79

Note-24p.; Paper presented at the Annual Meeting on Severe Behavioral Disorders (Arizona State University, November, 1979).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Disabilities; Educational Needs; Elementary Secondary Education; Knowledge Level; *Parent Attitudes; Parent Teacher Cooperation; *Teacher Attitudes

The research effort focused on the communication needs of school professionals and parents of handicapped children. The research sample, drawn from a 20 county area of North Central Texas, was comprised of 447 parents/advocates of the handicapped and 606 school professionals (special teachers and mainstream teachers) serving the handicapped in classroom settings. Participants were asked to respond to separate questionnaires containing rating scales which were designed to assess: (1) respondents' perceptions of the services being delivered to special learners; (2) their degree of involvement and attitudes pertaining to parent-teacher coordination of educational services; and (3) their perceptions of what they need to know in order to communicate more effectively in the course of planning for the child's program. For additional comparisons, a sample of 143 parents of handicapped children were asked to complete a separate questionnaire which contained items similar to those on the parents/advocates questionnaires. Data relative to the responses made by each group of survey participants are presented, along with a comparison of all responses and a summary of the major findings. (Author)

ED214330 EC141548

Garrett, Judith Nealer

Early Intervention for High Risk Infants and Their Adolescent Mothers. Progress Report for Second Year, July 1, 1980-June 30, 1981.

Rotterdam City Council (Netherlands).
Spons Agency-Department of Education, Washington, D.C.
Pub Date 81
Grant-G007900508
Note-68p.; Best copy available.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Adolescents; Agency Cooperation; *High Risk Persons; Infants; Inservice Teacher Education; *Intervention; Mothers; Parent Education; Parent Participation; *Program Descriptions; Program Evaluation; Staff Development; *Stimulation
Identifiers-*Adolescent Parents

The second year progress report provides information on a program to provide early intervention for high risk infants and their adolescent mothers at the National Children's Center, Washington, D.C., which provided two infant stimulation classes 5 days per week for 15 handicapped children (6 to 36 months). Program accomplishments are reported in terms of the specific objectives of the original application, including direct and supplementary services for children, parent/family participation, assessment of child progress, inservice training and staff development, training for personnel from other agencies, demonstration and dissemination, coordination with other agencies, continuation and replication, and advisory council. Accomplishments, slippages, and relevant statistical data are provided for each area. Appended are the child evaluation schedule, the individualized education program form, parent consent forms, lesson plans, and handouts for parents. (DB)

ED214331 EC141549

Curtis, John A.

Project SETT-UP: Special Education via Telecommunications, Teacher Upgrade. Five Year Report, June 1, 1976-August 31, 1981.

Center for Excellence, Inc., Williamsburg, VA.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.; Department of Commerce, Washington, D.C.; Department of Health and Human Services, Washington, D.C.; Virginia State Dept. of Education, Richmond.
Pub Date Aug 81
Grant-G007602987
Note-339p.; Print is poor in parts.
Available from-Center for Excellence, Inc., P.O. Box 158, Williamsburg, VA 23187.
EDRS Price - MF01/PC14 Plus Postage.
Descriptors-*Disabilities; Elementary Secondary Education; Gifted; *Inservice Teacher Education; Program Descriptions; *Special Education; *Telecommunications
Identifiers-*Project SETT UP; Virginia

The 5 year report on Project SETT-UP (Special Education via Telecommunications--Teacher Upgrade), a two way telecommunications inservice training project in southeastern Virginia, is presented. The report is organized into three sections concerned with personnel involved in the program, achievement of program objectives, and special program characteristics. Key program members are identified for such program areas as curricula development, program evaluation, statewide academic leadership, telecommunications system development, and fiscal/logistic management. The report details achievements of the following four goals: (1) to demonstrate in the peninsula area of Virginia that the intensive use of telecommunications technologies can provide and deliver effective inservice special education teacher training programs from a central location to remotely located classrooms, at times conducive to inservice teacher attendance, and at per inservice teacher costs within the limits of current budgeting policies and current methodologies; (2) to produce and distribute a comprehensive manual which will describe the curricula, operational needs, technical specifications, and personnel expertise of the project; (3) to make adaptive use of existing special education curricula and audiovisual materials; and (4) to implement an evaluation design and procedures to provide for the collection of quantitative performance data and the assessment of the effectiveness and efficiency of program resources. Much of the document consists of course descriptions, program brochures, reprints of the articles written about the program, and copies of letters concerning the program. Copies of newspaper articles are presented separately for each of the 5 years of the program. (DB)

ED214332 EC141550

Brookfield, Jeffri

Staff Development: A Systematic Process.

Western States Technical Assistance Resource, Monmouth, Oreg.
Spons Agency-Office of Special Education (ED), Washington, D.C.
Pub Date Nov 81
Contract No-300-80-0753
Note-52p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Disabilities; Early Childhood Education; *Evaluation Methods; Inservice Education; *Needs Assessment; *Program Development; *Program Evaluation; *Staff Development
Identifiers-Handicapped Childrens Early Education Program

The manual is intended to aid programs funded by the Handicapped Children's Early Education Program (HCEEP) in designing and implementing staff development programs. Section I presents a working definition of staff development and outlines the preliminary steps necessary before a program is designed and administered. The section delineates the relationship between project goals and staff development goals. Also, a synopsis of goal types and management structures is presented. The next section outlines the components of the needs assessment phase. The methods of assessing staff needs are discussed, and assessment instruments are examined. Section III describes how identified staff needs are translated into long and short term objectives, and how activities are designed and implemented to satisfy those objectives. The choices available to the planner when matching program activities with specific training objectives are outlined. Described in the last section is the design of an evaluation plan for a staff development program. Evaluation formats to aid in deciding whether the program has satisfied staff needs and if alternative or additional activities need to be

considered are discussed. Appendixes include a staff development checklist, a volunteer observation form, a teacher observation form, a general needs assessment form, a form for the participant's evaluation of inservice, the HCEEP orientation conference questionnaire, a self assessment inventory, and examples of objectives, activities, and evaluation of an outreach inservice training project. (DB)

ED214333 EC141551

Scheiber, Barbara

One Step at a Time.

Parents Campaign for Handicapped Children and Youth, Washington, D.C.
Closer Look.
Spons Agency-Office of Special Education and Rehabilitative Services (ED), Washington, D.C.
Pub Date 81
Note-39p.
Available from-Parents' Campaign for Handicapped Children and Youth, P.O. Box 1492, Washington, DC 20013.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Child Rearing; Clinical Diagnosis; *Disabilities; Infants; *Parent Role; Young Children
Identifiers-Parent Materials

Intended for parents of handicapped infants and young children, the booklet provides guidelines for child rearing and suggests additional resources. The booklet stresses that the handicapped child needs what every child needs, that home is where a baby starts learning, the importance of getting a thorough evaluation if the parent suspects something is wrong, and the value of keeping activities with the child fun. Twenty-three books are recommended. Getting diagnostic and programmatic help from professionals is discussed as are sources of additional information about available programs. A final section stresses the value of parent groups. Forty-eight organizations that can help parents are listed according to specific disability. (DB)

ED214334 EC141552

Cylke, Frank Kurt; Hanke, Peter

Reflections on a Visit to the Union of the Blind of Croatia, Zagreb, Yugoslavia.

Pub Date Sep 81
Note-16p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Blindness; Foreign Countries; *Organizations (Groups)
Identifiers-Union of the Blind (Yugoslavia); *Yugoslavia (Croatia)

The paper reports a visit to the Union of the Blind in Croatia, an organization serving the needs of 4,500 blind individuals in this part of Yugoslavia. Briefly considered are personnel, financial support, and services (such as braille and talking book production). A separate section describes the organization's library, recorded and braille periodicals, the aids and appliances shop, and the museum (which collects and displays things related to the life of blind individuals). Other services for the blind (such as an income subsidy from the state and reduced transportation costs) are noted. The school for the blind currently serving 210 students at the primary and secondary levels is described. Briefly noted are trips to the National and University Library and Tito's birthplace. (DB)

ED214335 EC141553

Lederer, James Brian

Resource Allocation and Evaluation Model for Providing Services to the Multiply Handicapped in the Bergen County Special Services School District.

Bergen County Special Services School District, Paramus, N.J.
Pub Date [81]
Note-14p.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Administration; Data Analysis; Data Collection; Decision Making; *Delivery Systems; Elementary Secondary Education; Models; *Multiple Disabilities; *Program Budgeting; Program Effectiveness; *Program Evaluation; *Resource Allocation; Special Education

The paper presents a model to assist administrators of special education programs for multiply handicapped children in making budgetary decisions and in evaluating therapy programs. The model's use requires that the efficiency and effectiveness of the various therapeutic services be measured and that the service needs of the multiply handicapped be identified. The model forces the user to collect data and perform analyses to allow prudent resource allocation and effective program evaluation. The problem with which the model deals is discussed in terms of efficiency, effectiveness, and equity. Ten terms used in the model (such as efficiency and prognostic indicators) are defined. The parameters and limitations of the model are discussed including the allocation of objectives and constraints. Nine steps in the implementation of the model are outlined. (DB)

ED214336 EC141554

Suelzle, Marijean; Keenan, Vincent

Family Perceptions of Responsibility for Mentally Retarded Children.

Spons Agency-Illinois State Dept. of Mental Health and Developmental Disabilities, Springfield.

Pub Date 25 May 81

Note-25p.; Paper presented at the Annual Meeting of the American Academy on Mental Retardation (Detroit, MI, May 25, 1981).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Attribution Theory; *Family Characteristics; *Mental Retardation; Parent Attitudes; *Psychological Characteristics

Data from a mail survey completed by 330 parents of mentally retarded children were analyzed to identify patterns of attributions of causality for the retardation. Results revealed that type of attribution was differentially associated with family background (race), stage at which the child is diagnosed, and utilization of services (extensiveness of physician contact and decision to institutionalize). There was a close correspondence between attributions reported as made by physicians and parents' self reported attributions. (Author)

ED214337 EC141555

Stolte, Joanne B.

An Identification of the Science Career Development Needs of Deaf Students.

Research for Better Schools, Inc., Philadelphia, Pa.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date Nov 81
Grant-SPI79-08724
Note-67p.
Available from-Research for Better Schools, Inc., 444 N. Third St., Philadelphia, PA 19123.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Career Development; *Deafness; Needs Assessment; Questionnaires; *Science Careers

A questionnaire developed through analysis of the literature on the science career development needs of deaf students was completed by 20 individuals from the ranks of deaf scientists, science and industrial leaders, science educators of deaf students, career development specialists working with deaf students, staff of rehabilitation programs and services for deaf persons, members of community programs and supportive services for deaf persons, and representatives of educational programs training those who work with deaf students. When the needs statements from the survey were ranked, needs related to information about the world of work ranked as seven of the first eight needs statements. Additional needs identified by respondents fell in the categories of training programs for teachers of deaf students; basic skills instruction; information regarding the world of work; and sufficient support services, resources, and materials. The most highly endorsed need was for role models of deaf individuals currently employed in science related occupations. (The questionnaire is appended.) (CL)

ED214338 EC141556

Brown, Dale

Counseling and Accommodating the Student with Learning Disabilities.

President's Committee on Employment of the Handicapped, Washington, D.C.
Pub Date [81]
Note-8p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*College Students; *Counseling Techniques; Higher Education; *Learning Disabilities; Learning Processes; *Student Characteristics

Learning disabilities (LD) in adults, which can include problems in visual perception, auditory perception, intersensory development, motor skills, or directional abilities produce such academic problems as difficulty in thinking in an orderly and logical way and in dealing with time concepts. Accommodations for LD college students may include using taperecording and notetaking services and role playing social situations. Counseling techniques should emphasize information, positive reinforcement, and specific feedback. Support groups of other LD students may be helpful. (CL)

ED214339 EC141557

Brown, Dale

Proceedings: National Meeting of Learning Disabled Adults (1st, April 30, 1980).

President's Committee on Employment of the Handicapped, Washington, D.C.
Pub Date Apr 80
Note-26p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Adults; *Advocacy; *Learning Disabilities; *Organizations (Groups)

The proceedings of the 1980 first National Meeting of Learning Disabled (LD) Adults are presented. Topics focused on the history and current status of the consumer movement among LD adults. The concern of national and local LD groups with problems facing LD adults is traced, and current movements within ACLD (Association for Children and Adults with Learning Disabilities) to reflect these concerns are noted. Awareness and self advocacy issues are emphasized. Statewide groups of LD adults, such as Launch, Inc. in Texas, Time Out to Enjoy in Illinois, and the New York Learning Disabled Adult Organization are described. A discussion of challenges facing dyslexics is followed by reports of seven selected local LD adult groups (including Puzzle People in California, Georgia Association for Adults with LD, and Ohio Council of Learning Disabled Adult Section of ACLD). (CL)

ED214340 EC141558

Dixon, Gregory L.; Davis, Katherine

Peace Corps in Special Education and Rehabilitation. Case Study CS-2. Appropriate Technologies for Development

Partners of the Americas, Washington, DC.
Spons Agency-Peace Corps, Washington, D.C.
Pub Date Mar 81
Contract No-80-043-1023
Note-171p.
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Disabilities; *Foreign Countries; Program Evaluation; *Rehabilitation; *Special Education; Volunteers
Identifiers-*Peace Corps

The monograph evaluates the efforts of the Peace Corps in special education and rehabilitation. Charts list levels of activity; work sectors (health, education, social service, or vocational); locale; specialty area (special education, occupational, physical, and speech therapy, vocational rehabilitation, and social work); and disabilities served for 63 countries. More detailed comments are then made regarding the services of the Peace Corps in Brazil, Colombia, Costa Rica, Ghana, Jamaica, Philippines, and the Seychelles. A discussion of critical factors influencing the effectiveness of Peace Corps' efforts in special education and rehabilitation addresses five major areas (sample subtopics in parentheses): programing (interagency dynamics, political and social climate); recruitment (volunteers' personal characteristics); training (understanding organizational structures and customs, volunteer expectations); support factors (host agency support and expectations); and postservice factors (networking returned volunteers and evaluation of assignments and projects). Among appended information are overviews of work related to the handicapped in 63 countries, and a report on the role of disabled Peace Corps volunteers. (CL)

ED214341 EC141559

Durham, Diana J.; Hasterok, Gerald

The Acquisition of Consultation Skills by Means of Two Simulation Techniques for Regular Class Teachers Engaged in Joint Planning of Educational Programs for Learning Disabled Children. Final Performance Report.

University of Southern California, Los Angeles. School of Education.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Innovation and Development.
Pub Date 23 Feb 81
Grant-G008000020
Note-201p.
EDRS Price - MF01/PC09 Plus Postage.

Descriptors-*Consultants; *Counseling Techniques; Elementary Education; Inservice Teacher Education; *Learning Disabilities; *Mainstreaming; Modeling (Psychology); Role Playing; *Simulation; Time Factors (Learning); *Training Methods; Videotape Recordings

The study investigated the effectiveness of two modeling training techniques in simulation formats to teach consultation skills to 45 elementary level regular class teachers for use with parents of learning disabled children and special education specialists. The study was designed to answer three questions: Can Ss learn consultation skills by modeling? Are the Triadic Model of Consultation and the Informal Negotiation Model effective or useful in this teacher training context? and Can simulation/modeling training be effective in 2 hours? The two treatment conditions were a live simulation training technique and the use of videotaped models demonstrating consultation methods. Both treatments taught the following skills: giving feedback, asking clarifying/information gathering questions, refocusing, providing consensus statements, providing a comfortable retreat, and circumventing an impasse. Ss were also given the Situation Reaction Test which requires giving appropriate verbal responses to educational planning problems, and were rated on in-school behaviors including number of formal conferences with parents of a handicapped child, number of informal contacts with parents, number of formal conferences with the resource specialist, and the number of informal contacts with the resource specialist regarding a handicapped child. Results indicated that consulta ion skills could be learned by modeling. The Triadic Model of Consultation appeared to be an accurate reflection of the role relationships between the resource specialist and the regular teacher, and the Informal Negotiation Models offered a possible structure for role simulations. It was also concluded that both two hour treatments were effective, though the live treatment appeared to have better long range transfer effects and the videotaped training showed more immediate results. (DB)

ED214342 EC141560

Szuch, Larry; And Others

Project UPSTART. Final Report 1980-1981.

District of Columbia Society for Crippled Children, Washington, DC.
Spons Agency-Office of Special Education (ED), Washington, D.C.
Handicapped Children's Early Education Branch.
Pub Date 30 Sep 81
Grant-G0080001923
Note-228p.
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-Diagnostic Teaching; Infants; Medical Services; *Multiple Disabilities; Paraprofessional Personnel; Professional Training; *Program Evaluation; Psychological Services; *Severe Mental Retardation; Therapy; Volunteers
Identifiers-*Infant Stimulation; *Project UPSTART

The report covers the replication and continuation efforts of Project UPSTART, a program in Washington, D.C. and southern Maryland, for severely retarded and multihandicapped infants and young children. The sequenced neurosensorimotor program (SNSP) provides the following services: a diagnostic educational prescriptive program; therapeutic activities; psychological services; social work services; professional and paraprofessional training; volunteer training; and orthopedic, neurological, and pediatric clinics. The project identified replication sites and provided assistance in the areas of staff training, followup consultation, child/parent programing, and evaluation. The SNSP was field tested with a total of 79 children and their families at the replication sites, the two model classrooms, and a public school classroom. A total of 166 university students, teachers, therapists, paraprofessionals, and volunteers were trained in the program. Most of the report consists of statistical data, reprints about the program, schedules, letters, and other program materials. (DB)

ED214343 EC141561

Stager, John D.

Program Assessment Guide for Public School Special Education Services to Visually Handicapped Students.

Massachusetts State Dept. of Education, Boston. Div. of Special Education.
Pub Date Apr 81
Note-68p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Administrator Role; Elementary Secondary Education; *Program Evaluation; *Self Evaluation (Groups); *Teacher Role; *Visual Impairments
Identifiers-Massachusetts

The guide is intended to help Massachusetts school districts evaluate local educational programs serving visually handicapped students. The document is composed of two self study questionnaires: one to be completed by the teacher of visually handicapped students and one to be completed by administrators or supervisors in charge of the program. The assessment is explained to be useful either for internal assessment of the program involving only the teacher and supervisor or as internal assessment with the results being validated by the State Division of Special Education. The self study questionnaire intended for teachers addresses such program aspects as background information, teacher's caseload, teacher's activity schedule and time spent after normal school hours, and acquisition of skills in a variety of areas, including developmental patterns in visually handicapped learners; selection, design, and/or modification of specialized criteria; instructional strategies; and utilization of resources. The administrator's questionnaire focuses on such aspects as roles and responsibilities and budgetary provisions. (CL)

ED214344 EC141562

Kelley-Saur, Cheryl

Preschool Curriculum for Exceptional Children.

Keystone Area Education, Elkader, Iowa.
Pub Date 81
Note-719p.
EDRS Price - MF04 Plus Postage. PC Not Available from EDRS.
Descriptors-*Class Activities; Curriculum Guides; *Disabilities; *Preschool Education; *Teaching Methods; *Units of Study

The curriculum guide for use with preschool handicapped children provides 28 activity units as well as general teaching suggestions. An initial section covers ideas for adapting activities to specific handicapping conditions including the visually impaired, hearing impaired, physically handicapped, and mentally disabled. Subsections also cover total communication, feeding problems, and use of scissors. The second section discusses teaching principles and includes ideas for classroom organization, an extensive list of educational materials/toys, a sample weekly newsletter to parents, a list of suggested nutritional snacks, contents of a preschool information packet, and pictures of daily child activities. Units cover such topics as the body, the family, clothing, Fall, pets/animals, Thanksgiving, shapes/colors, opposites, safety, Winter, transportation, weather, Spring, people/jobs, and homes/furniture. Each unit is typically organized into the following sections: objectives, vocabulary, art/fine motor activities, language, gross motor activities, parent-community participation, special activities, bulletin boards and learning centers, and commercial resources. Adaptations for specific handicapping conditions are noted when appropriate in activity descriptions. A final section gives activities for miniunits (such as the circus) and the words to songs. Also included are lists of references, children's books, publishers, commercial resources for learning materials, commercial resources for cassettes and records, and suggestions for field trips. (DB)

ED214345 EC141563

Special Education Certification and Approval Requirements and Procedures. No. 352.

Illinois State Board of Education, Springfield.
Pub Date Oct 81
Note-22p.; Some pages marginally legible.
EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Ancillary School Services; *Disabilities; Elementary Secondary Education; *Special Education; *Specialists; *Teacher Certification
Identifiers-Illinois

The booklet sets forth requirements for special education certification and approval in Illinois. Outlined are requirements for certification for the following disability areas: educable mentally handicapped, learning disabilities, social/emotional disorders, trainable mentally handicapped, blind and partially seeing, deaf and hard of hearing, physically handicapped, and speech and language impaired. Information is listed for classroom teachers, as well as administrators and special teachers, including diagnostic teachers and therapists. (CL)

ED214346 EC141564

Todd, Julie, Ed.

Accessing Resources for School-Age Visually Handicapped Students: A Resource Book. No. 408.

Association of Instructional Resource Centers for the Visually Handicapped, Columbus, OH.
Spons Agency-Illinois State Board of Education, Springfield.
Pub Date Oct 81
Note-72p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Braille; Delivery Systems; Elementary Secondary Education; *Instructional Materials; *Large Type Materials; *Low Vision Aids; *Partial Vision; Tape Recordings; *Visual Impairments

The resource book is designed to help in delivering materials and services to visually handicapped students. A flow chart describes a materials delivery system, and separate sections address information (such as acquisition, production, duplication, materials needed, and alternatives) for braille, large print, and tape. Other considerations discussed include aspects of delivery, storage, maintenance, inservice and information dissemination, and the use of volunteers. A glossary and source directory are among appended items. (CL)

ED214347 EC141566

Lessany-Abdi, Deborah K.; James, William H.

An Analysis of Gifted Preschool Children: Positive and Negative Social Behaviors.

Pub Date [80]
Note-14p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Behavior Patterns; *Gifted; *Interpersonal Competence; Preschool Education; *Social Development

Positive and negative behaviors of 19 gifted preschoolers were studied, and relationships between positive (verbal and physical) behaviors and negative (verbal and physical) behaviors were examined. Ss conveyed proportionately more positive behaviors, with negative behaviors occurring at a minimal rate. A chi-square analysis indicated that Ss engaged in positive, rather than negative behaviors, and suggested that the socialization process for gifted preschoolers included descriptive categories of positive behaviors. (Author)

ED214348 EC141567

Finkelstein, Harry

The Mentally Retarded and the Educational System in Denmark.

Pub Date 81
Note-38p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adults; *Attitude Change; Civil Rights; Elementary Secondary Education; *Employment; Foreign Countries; History; *Housing; *Mental Retardation; *Normalization (Handicapped); Parent Associations; *Social Attitudes; Special Education
Identifiers-*Denmark

The history of educational services for mentally retarded persons in Denmark is traced, along with the evolution of attitudes toward the population from a protectionist philosophy which promoted segregation to current thinking about normalization. The role of the national parents' association in influencing service review and reform is stressed. The relationship between the objective of normalization and the working methods of integration and segregation is considered. Changes in Danish laws to guarantee equal rights to mentally retarded persons are reviewed, as are conditions surrounding and influencing the changes. The effects of the normalization principle on housing and work of mentally retarded persons, including adults, are discussed. (CL)

ED214349 EC141568

Walker, Jeanette A.; Kershman, Susan M.

Deaf-Blind Babies in Social Interaction: Questions of Maternal Adaptation.

Pub Date Apr 81

Note-41p.; Paper presented at the Bi-Annual Meeting of the Society for Research in Child Development (Boston, MA, April 2-5, 1981).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Affective Behavior; *Deaf Blind; *Interaction; Mothers; *Parent Child Relationship; Social Development; Young Children

Patterns of social interaction were compared between four deaf blind children (3 to 5 years old) and their mothers and a matched group of four normal children (1 month to 19 months old) and their mothers in terms of amount of interaction, modalities used, affective quality, and contingent response patterns. Videotaped home interactions were coded according to the modalities in which interactions took place. Both quantitative and qualitative differences were found between the social interaction patterns of the normal and deaf blind Ss. The two groups tended not only to respond to different categories of behaviors, but also with different categories. Normal Ss were more likely to respond than deaf blind Ss and were more predictable in their interactive responses and in their affect. Deaf blind Ss were less responsive, less predictable, and generally less interactive. The two groups of mothers differed in their overall use of change and repetition. Mothers of deaf blind Ss used kinesthetic responses proportionately more and the verbal/vocal category less, and were less active overall than were mothers of normal Ss. However, in relation to their children, mothers of deaf blind Ss were proportionately more active, engaging in twice as many interactive behaviors as the children. The complex nature of interactions is stressed, as is the difficulty of interpreting differences between populations of dyads. (CL)

ED214350 EC141569

Dyssegaard, Birgit

The Role of Special Education in an Overall Rehabilitation Program. Monograph Number Seven.

World Rehabilitation Fund, Inc., New York, NY.
Spons Agency-National Inst. of Handicapped Research (ED), Washington, D.C.
Pub Date 80
Grant-22-P-59037/2-03
Note-94p.
Available from-International Exchange of Information in Rehabilitation, World Rehabilitation Fund, Inc., 400 East 34th St., New York, NY 10016 (Free).
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Adults; *Disabilities; Elementary Secondary Education; Federal Legislation; *Foreign Countries; Postsecondary Education; Rehabilitation; *Special Education; *Vocational Rehabilitation
Identifiers-*Denmark

The monograph addresses the place of special education in the continuum of rehabilitation services with particular emphasis on special education in Denmark and the United States. New Danish laws about services for handicapped people and their implications for such aspects as normalization, decentralization, and integration are reviewed and evaluated. Planning procedures for Danish special education are noted, as are the status of preschool special education and the types of

services available to parents of handicapped children. Aspects of special education school services, such as reorganization, referral, and teacher education are covered. A section on special education for adults focuses on such matters as continued education, occupational preparedness, and recreational programs. A checklist for an overall rehabilitation program is provided. The monograph concludes with five commentaries: "Special Education and Vocational Rehabilitation" (D. Brolin); "Special Education in Denmark and the United States" (H. Jacoby-Blanchard); "Implementing P.L. 94-142" (P. Dvonch); "Comprehensive Programming through Local Communities" (R. Heber); and "The Interface of Special Education and Rehabilitation Services" (R. Stodden). Also included is a summary of recommendations from a 1980 conference in Washington, D.C. on "The Interface of Special Education and Rehabilitation: A Continuum of Commitment." (CL)

ED214351 EC141570

Schwartz, Geraldine

The Analysis of Brain Function--A New Approach to the Assessment of Children with Learning Disorders.

Pub Date Aug 81

Note-11p.; Paper presented at the International Council of Psychologists (Los Angeles, CA, August, 1981).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Aural Learning; Case Studies; Evaluation Methods; *Learning Disabilities; Learning Modalities; *Neurological Impairments; *Neurological Organization; *Student Evaluation; *Visual Learning

A clinical psychologist describes an approach she uses to assess learning disabled students. She explains that brain function is analyzed through a sequence of tasks charting visual and auditory discrimination, perception, memory, organization, integration, and output. An example is cited in which an 11 year old child with traumatic brain injury was found to have severe visual organization and integration difficulties, and was placed in a program stressing tactile and auditory input channels to teach reading, spelling, and arithmetic. A 16 year old with an auditory learning disability is said to have blossomed through the use of correspondence and taped lessons and tutoring. (CL)

ED214352 EC141571

Miller, Jack W.

Designing Audio-Tutorial Map Systems for Blind Children: A Report of Collaborative Research and Development.

Pub Date 81

Note-14p.; Adapted from a paper presented to the Special Interest Group in Geography at the Annual Meeting of the National Council for the Social Studies (61st, Detroit, MI, November, 1981).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Geography; High Schools; Instructional Materials; Intermediate Grades; Junior High Schools; *Low Vision Aids; *Material Development; *Partial Vision; Tactile Adaptation

Low vision students can be helped to gain an understanding of map reading and geography by means of products developed by the American Printing House for the Blind. Among those products are a series of eight land form models with accompanying audiotapes, a series of continental color coded relief maps, and 18 audiotapes for the six continents. The audiotapes, which address such topics as general map exploration, countries in each continent, major cities, and historical facts, combine entertainment with the cognitive material, and are designed for students in grades 5 through 10. (CL)

ED214353 EC141572

Molinarolo, Janet

Program for the Gifted/Talented Child [and] Independent Study Curriculum Guide.

Harrisburg Community Unit 3 School District, IL.
Pub Date 79
Note-119p.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Class Activities; Curriculum Guides; Elementary Education; Enrichment Activities; *Gifted; *Independent Study; *Individual Activities; *Program Descriptions; Program Development; Records (Forms); *Talent; Talent Identification; Workshops
Identifiers-Illinois (Harrisburg)

The first of two guides provides general program information and suggested activities for the elementary level gifted and talented program of Harrisburg, Illinois, and the second guide provides materials and forms used in the independent study component of the program. The introduction to the general guide discusses the philosophy of the program, areas of giftedness, and stages in program development. The second chapter describes the following specific programs within the enrichment program: awareness workshop in reading enrichment, language arts enrichment workshop, children's visual and performing arts workshop, creativity workshop, independent study, basic thinking skills, and creative writing workshop. The next chapter contains worksheets and criteria for identifying gifted children for the various programs. Specific activities for the various programs are described in the fourth chapter. The final chapter includes forms for program evaluation and student achievement by parents, students, and teachers. The second guide includes independent study materials including: a brief program description, student identification for independent study/teacher checklist, learning styles inventory for students, independent study evaluation form, student evaluation form, parent evaluation form, sample letter to parents, independent study contract, study daily log, worksheet on using the library, a list of topics for beginning independent study pupils, a guide for an interview project, topics for advanced independent study, research ideas, a historical research contract, advanced research topic suggestions, the independent study group project guide, creative book reporting ideas, and questions for interviews. (DB)

ED214354 EC141573

Lines, Catherine; Keenan, Verne

Verbal Rehearsal Strategies and Metamemory in Learning Disabled Children.

Pub Date Aug 81
Note-52p.; Paper presented at the Annual Meeting of the American Psychological Association (Los Angeles, CA, August, 1981).
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Age Differences; Elementary Education; Generalization; Intermediate Grades; *Learning Disabilities; Learning Processes; Mediation Theory; *Memory; *Metacognition; Program Effectiveness; Self Evaluation (Individuals)
Identifiers-*Rehearsal Strategies

The effectiveness of three strategy training methods was compared with 15 learning disabled (LD) children of two age groups (9 to 10 and 11 to 12 years old) and 15 nonLD children in the same age group. The methods (practice, in which the Ss were to find the best way to remember; specific strategy method, in which the Ss used a specific cumulative rehearsal strategy; and a metamemory method, in which Ss were trained in a self instructional, self monitoring strategy) were compared for effectiveness in increasing efficiency of verbal rehearsal strategies during actual training (immediate effects), on a delayed test of the task in which training occurred (maintenance effects), and on a delayed test on a nontrained task (generalization effects). Findings revealed that both LD groups employed rehearsal strategies, but not as efficiently as same aged controls. There appeared to be a lag in the development of strategies in LD Ss. Training methods did not differ in effectiveness, but training resulted in more efficient strategy use during actual training trials and in better performance on the nontrained task for all Ss. Metamemory (the individual's knowledge of and awareness of memory) knowledge on task and strategy variables did not differ between LD and nonLD Ss, but older LD Ss did not have as much confidence in their memory abilities as older normal and younger LD Ss. Younger LD Ss were not as aware of the need for strategy implementation or of other tasks when rehearsal might be an efficient strategy, indicating some delay in development of metamemory understanding. (Author/CL)

ED214355 EC141574

Barrett, Patricia

Career and Vocational Education for the Severely Handicapped.

Riverside County Superintendent of Schools, Calif.
Pub Date Oct 81
Note-26p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Career Education; Intermediate Grades; *Job Skills; Learning Activities; *Prevocational Education; *Severe Disabilities; Sheltered Workshops

Career education is distinguished from vocational and prevocational education, and guidelines in these areas are given for educators of severely handicapped students. Prevocational activities designed to produce competencies students will need for sheltered workshop settings are presented. The activities are intended to give intermediate level severely handicapped students a work like setting in which to develop the following competencies: manipulation; sorting (by color, shape, size); labeling; folding; packaging; classifying; stapling; and performing assembling work skills. Information on 25 activities includes descriptions of the materials and procedures. (CL)

ED214356 EC141575

Zingarelli, Gene R.; Day, David M.

Cluster Analysis as a Basis for Treatment Program Organization.

Pub Date 26 Aug 81
Note-36p.; Paper presented at the Annual Meeting of the American Psychological Association (Los Angeles, CA, August, 1981).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Administrative Organization; Classification; Cluster Analysis; *Developmental Disabilities; Program Development; *Residential Programs

When Sonoma State Hospital, a large residential center for developmentally disabled persons in California, needed to condense nine of its treatment programs to six to meet licensing requirements and adapt to a reduction in population, a committee decided to reorganize according to data in the form of ratings on 66 performance scales from the annually completed Client Development Evaluation Report. The scores of a stratified random sample of developmentally disabled persons throughout the state were cluster analyzed, and programs developed from these data. Ten dimensions of developmental functioning emerged, and six were chosen to develop a client typology. Typological analysis resulted in 13 highly homogeneous groups. The data were further refined for the development of six new treatment program definitions. (Author)

ED214357 EC141576

Allen, Mariam

A Cooperative Integration (Mainstreaming) Program between Millbrae Elementary School District and San Mateo County Office of Education's Classes for the Deaf and Severely Hard of Hearing Program. Results of a Two Year Study. 1979-1981.

San Mateo Office of Education, Redwood City, CA.
Pub Date 81
Note-19p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Deafness; *Demonstration Programs; *Hearing Impairments; *Interpersonal Competence; *Peer Acceptance; Primary Education; Program Effectiveness

A demonstration program featured a mainstreamed setting for six hearing impaired children (five hard of hearing and one deaf) in 2nd and 3rd grades. A full time special education teacher used sign language and cotaught with the regular classroom teacher. Many of the problems encountered in the first year of the program were dealt with successfully in the second year, as the hearing impaired students became more accepted and more a part of the classroom. Teacher satisfaction was generally high, as was administrator response. In addition to academic and social growth, the hearing impaired children greatly increased their communication skills. The class as a whole showed progress in learning to solve their own social and academic problems without adult intervention. (Evaluative data are appended.) (CL)

ED214358 EC141577

Barkin, Barbara; And Others

Activities Ideas Definition Strategies (AIDS). Learning Disabilities: A Book of Resources for the Classroom Teacher.

New Rochelle City School District, NY.
Pub Date [81]
Note-83p.
Available from-New Rochelle City School District, Attention: Assistant to Superintendent of Research, Evaluation and Program Development, 515 N. Ave., New Rochelle, NY 10801 ($15.00). Quantity discounts available.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Elementary Secondary Education; *Learning Activities; *Learning Disabilities; Mainstreaming; Screening Tests; *Student Behavior; *Teaching Methods

Intended for regular classroom teachers with learning disabled children in their classes, the manual provides information and/or teaching ideas in 34 areas. Most sections are organized into three parts--examples of student behaviors, a discussion, and suggestions. Individual sections deal with the following areas: allergy, associative difficulties, auditory perception, behavior, body image, characteristics, concentration, conceptual skills, copying, discipline, early identification, fine motor coordination, following directions, gross motor skills, handwriting, homework, intelligence, language, left-right confusion, mathematics, memory, organization and study skills, a parent's view, pencil grip, procrastination, Public Law 94-142, reading, reversals, self concept, social skills, spatial relationship, spelling, tactile kinesthetic sense, and time concept/orientation and telling time. Appended are a learning disabilities screening checklist and a list of tests included in a kindergarten screening program. (DB)

ED214359 EC142101

Reichart, Sandford

Gifted Education: Issues and Needs with Implications for Policy Development. Education Change Management Series Publication No. 5.

Education Design Center, Inc., Cleveland, OH.
Pub Date 25 Jun 80
Note-8p.; Paper presented to the National Policy Institute, Institute for Educational Leadership on Gifted Education (George Washington University, Washington, DC, June 25, 1980).
Available from-Education Design Center, Inc., 341 Chester-Twelfth Bldg., Cleveland, OH 44114 ($0.50 postage).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Due Process; *Educational Policy; Elementary Secondary Education; Financial Support; *Gifted; Inservice Teacher Education; Policy Formation; State of the Art Reviews; State Programs

The author considers the state of the art in gifted education. Initial sections present opinions of a panel of 150 professionals regarding state administered programs, state discretionary programs, professional development proposals, the nature of learning, exploitation of children, program documentation, and model project proposals. Six issues are reviewed, including the lack of leadership resources and the diversion of available money into packaged systems. Listed among policy implications are the need for federal policy to guarantee the rights of

children and parents and rigorous credentialing for any person involved in staff development in the field of gifted and talented. (SB)

ED214360 EC142102

Cadman, Lois A.; And Others

Manual Para Padres: de los Ninos Incapacitados Pre-escolares (A Handbook for Parents of Pre School Handicapped Children).

Education Service Center Region 9, Wichita Falls, Tex.
Spons Agency-Office of Special Education (ED), Washington, D.C.
Pub Date 81
Grant-G008001758
Note-45p.; Translated by Don R. Whitmore, Roxana Basye, and Carmen Rosalez. For the English version, see ED 158 444.
Available from-Region IX Education Service Center, 301 Loop 11, Wichita Falls, TX 76305 ($2.00; quantity discount 10%).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Child Development; Creativity; *Disabilities; *Discipline; Learning Activities; *Parent Role; Preschool Education; Self Concept
Identifiers-*Parent Resources

Designed to help parents meet the extra needs of preschool handicapped children, the booklet, written in Spanish, provides information and practical suggestions for dealing with self image, creativity, and discipline. Described are activities to develop basic communication, self help, physical, social, and academic skills. An additional chapter briefly reviews considerations in working with the educable mentally retarded, visually or hearing impaired, or physically handicapped child. (CL)

ED214361 EC142103

Rendeiro, Elisabeth; Brion-Meisels, Steven

Sexuality Education with Troubled Adolescents: Suggestions for Planning and Implementation.

Judge Baker Guidance Center, Boston, Mass.
Spons Agency-Office of Special Education (ED), Washington, D.C.
Pub Date Jan 82
Grant-G008001910
Note-28p.
Available from-Manville School, Judge Baker Guidance Center, 295 Longwood Ave., Boston, MA 02115 ($0.50).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adolescents; *Emotional Disturbances; Program Descriptions; *Program Development; Secondary Education; *Sex Education; Sexuality; Teacher Role

The paper provides some suggestions, precautions, and encouragement for special educators and counselors interested in developing sexuality education programs for troubled adolescents. Section I offers an overview and rationale for the need to develop sex education programs in special needs classrooms. Section II describes the first 2 years of a sex education program at the Manville School (Boston, Massachusetts). Noted among program results are that students learned how to ask questions, teachers felt they were learning to become sex educators, and responses from parents were uniformly constructive. A third section focuses on three important considerations for developing a sexuality education program: clarifying goals, anticipating trouble spots, and establishing guidelines for getting started. A list of resources concludes the paper. (SB)

ED214362 EC142104

Model Demonstration Program for Preschool and Early Education of Handicapped Children in a Public School. Third Annual Program Performance Report.

South Carolina State Dept. of Mental Retardation, Ladson. Coastal Center.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date Jul 81
Grant-G007800274
Note-121p.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Academic Achievement; Agency Cooperation; *Demonstration Programs; *Disabilities; Early Childhood Education; Inservice Education; Intervention; Multicultural Education; Parent Participation; Program Descriptions; *Program Effectiveness; Records (Forms); Rural Education
Identifiers-South Carolina (Harleyville)

The document contains the final report of the Harleyville (South Carolina) Early Learning Program (Project HELP), a 3 year model demonstration project to serve three young children with developmental delays or special needs, and their families, in a rural, multicultural environment. The first eight sections describe the activities and outcomes of fiscal year 1980-81 in the following areas: direct and supplementary services for children, parent/family participation, assessment of child progress, inservice training for project staff, training for personnel from other programs and agencies, demonstration and dissemination activities, coordination with other agencies, and continuation and replication. A ninth section summarizes the intent of the program, the continuing need for preschool special education in the geographic areas addressed, and those program approaches and aspects which were determined to be most effective and necessary in meeting the defined needs. Appendixes, which make up the bulk of the document, include sample forms, classroom program evaluation reports, parent satisfaction questionnaire responses, and results of South Carolina statewide school readiness testing. (SB)

ED214363 FL012666

Swain, Merrill; Lapkin, Sharon

Bilingual Education in Ontario: A Decade of Research.

Ontario Inst. for Studies in Education, Toronto. Bilingual Education Project.
Report No-ISBN-0-7743-6843-8
Pub Date 81
Note-194p.
Available from-Ontario Government Bookstore, 880 Bay Street, Toronto M7A 1L2 or Ontario Institute for Studies in Education, Publication Sales, 252 Bloor St. West, Toronto M5S 1V6 ($5.00).
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Academic Achievement; Bilingual Education; Elementary Secondary Education; *Immersion Programs; *Program Evaluation; Psycholinguistics; *Second Language Learning; Sociolinguistics
Identifiers-*Bilingual Programs; *Ontario

This report constitutes a synthesis of 10 years of research which was conducted to assist Ontario boards of education in implementing and evaluating French immersion programs in their jurisdictions. The immersion programs evaluated include three major alternatives: (1) the early total French immersion programs of the Carleton, Ottawa, and Toronto Boards of Education; (2) the early partial French immersion program of the Elgin County Board of Education; and (3) the late partial French immersion program of the Peel County Board of Education. Reference is also made to evaluations of similar immersion programs evaluated by other researchers in Ontario and throughout Canada. The report includes a description of the programs and information on the characteristics of some other bilingual education programs found in Ontario. In addition, the following information is provided: (1) discussion of the specific research questions and the research design; (2) presentation of the evaluation findings concerning the linguistic effects; (3) presentation of the findings on the academic effects; and (4) discussion of some social and psychological dimensions of French immersion programs. A bibliography is included on immersion education in Canada and the United States. (Author/AMH)

ED214364 FL012667

Darian, Steven

Oral and Written Communication: An Analysis of Forms and Functions.

Pub Date 81

Note-50p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Connected Discourse; Dialogs (Language); Discourse Analysis; *Language Patterns; *Language Styles; *North American English; Paragraph Composition; *Speech Communication; *Standard Spoken Usage; Structural Analysis (Linguistics); Verbal Communication; *Writing Skills

Differences in spoken and written English appear at every level of the language; there are differences in phonology, morphology, vocabulary, and syntax, as well as differences in acceptability levels. This study contains four sections and an inventory of contrasting forms. Section One deals with domains and modalities including those discourse functions more appropriate to spoken or to written English, formality and register, cohesion and coherence, and topic change. The second section discusses properties, that is, communication channels and feedback, precision and economy, ellipsis, digression, and redundancy. Section Three examines phonology, typography, and punctuation. This discussion involves information units, the segmentation of words and sentences, typography and emotions, the syllable, and the influence of writing on speech. The final section analyzes vocabulary, including type and token differences, abbreviations, typography and spelling, and the matter of homophones and homographs. The inventory of forms provides a guide contrasting specific forms as they are realized in writing and speech. A glossary and a bibliography are also provided. (Author/AMH)

ED214365 FL012724

Herr, Kay U.

Guided Imagery in the Classroom: An Enhancement to Learning.

Pub Date 81
Note-18p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Creative Activities; Creativity; German; *Grammar; Higher Education; *Imagery; *Literature; Secondary Education; *Second Language Instruction; Teaching Methods

The use of guided imagery meshes with recent insights into right and left brain learning. Guided imagery engages the right brain processes such as imagination, emotion, creative, and intuitive activities. While much instruction is concerned with left brain activity, that is, the processsing of information through words, the addition of right brain activities involves the whole brain in the learning process and provides for individual differences in learning preferences and modalities. The use of imagery in therapy and in the classroom is not new; however, by consciously using it as a teaching device, the teacher can put it to use consistently and effectively. While much research is still to be done, experience indicates that use of guided imagery techniques improves the learning and behavior of low achieving students and stimulates the

creativity of both students and teachers on all levels. The teacher in preparing and introducing the guided image should consider content, multi-sensory appeal, practice, and introduction of the image to the students. Sample lessons in images from German literature and grammar are given, with some explanation, which can be adapted to other languages and levels of instruction. (AMH)

ED214366 FL012734

Wakai, Helen K.

Lexical Exploration for Advanced ESL Students in Public Health.

Pub Date Aug 79

Note-75p.; M.A. Thesis, University of Hawaii.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*English for Special Purposes; Material Development; Postsecondary Education; *Preventive Medicine; Public Health; *Second Language Instruction; *Semantics; *Vocabulary Skills

This paper develops guidelines for instructional materials for advanced English as a second language students in which the objects of instruction would be: (1) the relationship between surface structures of lexical items and their underlying meanings; (2) the important aspects of structural forms; and (3) the special uses of words in the lexicon of English for Preventive Medicine (EPM) which have been borrowed from ordinary English or from Greek or Latin. The analytic approach used in the study extracts significant language forms from textual passages for special study. The study is based on the concept that vocabulary and syntax are closely interrelated and that, therefore, both are essential in the production of meaning. The model worked out in the study accounts for the sources of lexical items, their potential syntactical and morphological modifications, and their dependence or lack of dependence on context. Distinctive features of the lexicon are identified and analyzed and tentative generalizations are drawn. Instructional guidelines and sample vocabulary exercises are proposed. The excercises were constructed in anticipation of problems that foreign graduate language learners are likely to encounter. (Author/AMH)

ED214367 FL012799

Jeanneret, Rene; de Pietro, Jean-Francois

Evolution de la notion d'acceptabilite a travers les niveaux de langue chez des enfants de 6 a 11 ans (Evolution of the Notion of Acceptability across Language Levels among Children Aged Six to Eleven).

Commission Interuniversitaire Suisse de Linguistique Appliquee (Switzerland).
Pub Date Sep 81

Note-63p.; In Travaux neuchatelois de linguistique (Neuchatel Working Papers in Linguistics); No. 2, September 1981, p7-68.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Child Language; Cultural Influences; Elementary Education; *French; *Grammatical Acceptability; *Language Acquisition; Language Research; *Language Styles; Socioeconomic Influences; Sociolinguistics
Identifiers-*Questions

A study was undertaken to evaluate the child's capacity to judge the acceptability of French interrogative utterances on three levels--familiar, standard, and educated. A second objective was to consider the resulting observations in the light of certain sociocultural parameters. The test, one that had been used for adults in French second language classes, was given to 340 children in the elementary schools of the canton of Neuchatel. The test itself was composed of 16 interrogative sentences acceptable on one or another level of spoken French. The hypotheses in the study had to do with: (1) the passage, during schooling, from the familiar level to the other levels; (2) causes of the evolution; (3) influence of traditional and/or progressive teaching methodology; (4) differences due to urban and rural environments; (5) influence of higher and lower economic levels; (6) influence of native language on students who were learning French as a second language; and (7) possible convergences among the previous six questions. The analysis, presented in three chapters, notes a progressive rejection of the familiar level, and a correlation between attitude toward different registers and the sociocultural parameters of class, native language, teaching method, and place of residence. (AMH)

ED214368 FL012800

Apotheloz, Denis; Bysaeth, Leo

Attitudes Linguistiques: Resultats d'une enquete (Language Attitudes: Results of an Investigation).

Commission Interuniversitaire Suisse de Linguistique Appliquee (Switzerland).
Pub Date Sep 81
Note-23p.; In Travaux neuchatelois de linguistique (Nechatel Working Papers in Linguistics); No. 2, September 1981, p69-90.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adolescents; English; Foreign Countries; *French; German; Italian; *Language Attitudes; Language Research; *Native Speakers; Questionnaires; Sociolinguistics; Spanish; Young Adults
Identifiers-German (Swiss); *Semantic Differential Test for Language Attitudes; Switzerland

An investigation was conducted by students in a linguistics seminar which had two parts, a matched-guise questionnaire and a semantic differential questionnaire. The content and results of the latter are presented here. The objective of this part of the study was to determine what attitudes French-speaking Swiss students had toward languages they knew in one way or another. Eighty-seven questionnaires from 53 women and 34 men, aged 16 to 20 years, were analyzed. The languages involved were English, French, Spanish, Swiss German, Italian, and German. On a separate answer sheet for each language, the respondents were asked to score the language on a scale of 1 to 7 according to 13 adjectives. The adjectives fell into three categories--aesthetic-affective, utility, and learning-comprehension. The most striking result is the great diversity in the number of high or low averages from one language to another. Results are presented separately for each language and are tallied and synthesized in a table showing averages. The contrasts are also shown and discussed. (AMH)

ED214369 FL012814

Hutchison, John P.

A Reference Grammar of the Kanuri Language.

Wisconsin Univ., Madison. African Studies Program.
Spons Agency-Office of International Education (ED), Washington, D.C.
Pub Date 81
Grant-G008002123
Note-373p.
EDRS Price - MF01/PC15 Plus Postage.
Descriptors-*African Languages; *Descriptive Linguistics; *Grammar; Phonology; Second Language Learning; Semantics; Syntax; Uncommonly Taught Languages
Identifiers-*Kanuri; *Nigeria

This study presents a grammatical analysis of the Kanuri language as it is spoken in Yerwa, the capital of Borno State in Nigeria. The material is organized in such a way as to be useful to students of the Kanuri language, to linguists, and to Kanuri people interested in the grammar of their language. The text is organized in pedagogical order having eight main sections, each of which is further subdivided into chapters. (AMH)

ED214370 FL012816

Holland, V. Melissa

Psycholinguistic Alternatives to Readability Formulas. Document Design Project, Technical Report No. 12.

American Institutes for Research in the Behavioral Sciences, Washington, D.C.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Report No-AIR-75003-5/81-TR
Pub Date May 81
Contract No-400-78-0043

Note-42p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Context Clues; *Government Publications; Language Research; Language Usage; Pragmatics; *Psycholinguistics; *Readability Formulas; *Reading Comprehension; Semantics; Syntax

Features are discussed that are critical to the comprehension of texts and that readability formulas cannot handle. The critique and alternative analyses are confined to public and institutional documents and are based on research in cognitive psychology and psycholinguistics. Two types of comprehensibility complications are examined, those dealing with sentence length and syntax, and those dealing with context. It is demonstrated that readability formulas cannot grasp such variables as the effect of syntactical combinations, semantic and pragmatic relationships underlying a paragraph, and awareness of context. Examples of revisions in public documents that take account of factors beyond readability are given at the level of words, sentences, and the whole text. It is recommended that: (1) technical or special terms be tested for comprehension by the target audience; (2) content should be expressed by scenarios where possible; and (3) introductions to documents should be worded in such a way that the user will make the needed connections between items. Generally, use of design guidelines drawn from research into the comprehensibility of language and the usability of documents is recommended to writers, revisers, and evaluators of documents. (AMH)

ED214371 FL012817

Redish, Janice C.

The Language of the Bureaucracy. Document Design Project, Technical Report No. 15.

American Institutes for Research in the Behavioral Sciences, Washington, D.C.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Report No-AIR-75003-9/81-TR
Pub Date Sep 81
Contract No-400-78-0043
Note-49p.; Paper presented at the Conference on Literacy in the 1980s (Ann Arbor, MI, June 24-27, 1981).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Bureaucracy; *Communications; *Government Publications; Higher Education; Language Research, Language Usage; *Readability; *Technical Writing; *Writing (Composition)

The status and future of bureaucratic language is explored and four specific issues are addressed: (1) the characteristics of bureaucratic writing; (2) how it developed and what keeps it from changing; (3) where pressures for change come from; and (4) what can be done to foster greater literacy in bureaucratic writing among both writers and users of public documents. Bureaucratic writing that is difficult to understand has three major stylistic problems: it is nominal, full of jargon, and legalistic. In addition, there are problems with context, organization, headings and tables of contents, audience needs, and complexified language. The origin of the complexity is due to eight factors: the legal tradition, impersonal government philosophy, institutional inertia, traditional models, social prestige, time pressures, the review process, and lack of training. Pressure for simplification can come from many sectors. If the language is simplified and made more comprehensible the paperwork burden on all will be reduced, and compliance with government rules may be increased. While the problem needs to be addressed on several levels at the same time, instructors in advanced composition can train future writers of such documents. (AMH)

ED214372 FL012818

Charrow, Veda R.

Linguistic Theory and the Study of Legal and Bureaucratic Language. Document Design Project, Technical Report No. 16.

American Institutes for Research in the Behavioral Sciences, Washington, D.C.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Report No-AIR-75003-9/81-TR
Pub Date Sep 81
Contract No-400-78-0043
Note-41p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Courts; Diachronic Linguistics; Government Publications; *Grammar; Language Research; *Language Usage; Laws; Lawyers; *Legislation; *Linguistic Theory; *Sociolinguistics
Identifiers-*Bureaucratic Language; *Legal Language

This paper studies legal language from three perspectives. First, legal language is defined as the variety of English that lawyers, judges, and other members of the legal community use in the course of their work. In a second section, it reviews descriptions of legal language by lawyers, linguists, and social scientists. These studies indicate that legal language is marked by distinctive features at the levels of discourse, syntax, and lexicon. It appears to violate many rules of ordinary usage; it shares with bureaucratic language many unusual grammatical and syntactic features. On the lexical level, it uses common words with uncommon meanings, as well as jargon and words whose intent is to achieve either vagueness or extreme precision. Finally, four areas of linguistic theory are examined to determine how these areas relate to legal and bureaucratic language. Historical linguistics, grammatical theories, sociolinguistics, and linguistic meta-theories are considered as areas that could illuminate and clarify legal language. These areas could also be enriched by the study of this variety of exceptional language. (AMH)

ED214373 FL012819

Knop, Constance K.

Limited English Proficiency Students in Wisconsin: Cultural Background and Educational Needs. Part II: Indochinese Students (Hmong and Vietnamese).

Wisconsin State Dept. of Public Instruction, Madison.
Spons Agency-Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.
Report No-WSDPI-2254
Pub Date Jan 82
Note-73p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Asian Americans; Audiovisual Aids; *Bilingual Education; Bilingualism; *Cross Cultural Training; *Cultural Background; Discussion (Teaching Technique); *Educational Opportunities; Elementary Secondary Education; English (Second Language); History; Instructional Materials; Minority Groups; Refugees; *Vietnamese People
Identifiers-Bilingual Programs; *Hmong People; Limited English Speaking; Wisconsin

The information presented in this manual is directed to teachers, administrators, and the general public who encounter students of limited English proficiency. It is divided into three sections: (1) "Historical Landmarks of Bilingual Education in Wisconsin and the United States," by Frank M. Grittner; (2) "Discussion Outline on Various Types of Programs for Meeting the Needs of Limited English Proficiency Students in Wisconsin," by Frank M. Grittner; and (3) "Indochinese Students in Wisconsin: Hmong and Vietnamese," by Teng Vang, Vue Yang, Xuan Tran, and Constance Knop. This section discusses the cultural background and educational needs of Hmong and Vietnamese students, provides a list of available tapes and suggested readings dealing with Indochinese students, and summarizes the contents of videotapes as well as discussion questions on the tapes. (AMH)

ED214374 FL012821

Godin, Louise

A Practical Application of a Study of Errors of College Francophone Students Learning English.

Laval Univ., Quebec (Quebec). International Center for Research on Bilingualism.
Report No-ICRB-B-108; ISBN-2-89219-110-6
Pub Date 82
Note-128p.
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Charts; *English (Second Language); *Error Analysis (Language); Error Patterns; French; Graphs; Higher Education; *Interference (Language); *Second Language Instruction; *Teaching Methods
Identifiers-Ranking Errors; Rank Order

The research on which this study is based found that 50% of the errors in English of French-speaking students were due to interlingual causes and 50% had their source within the target language itself. The question of a correlation between the errors and the teaching method used is explored. Five methods are discussed and evaluated: grammar-translation, direct, audiolingual, transformational grammar, and cognitive code. In each case, a correlation is made of the method with varieties and frequency of errors, and the value of elements of the method is noted. Other pedagogical implications are drawn from the study of the frequency of errors for fifteen types of errors, chosen as representatives of important classes of grammar or as general trouble makers. Rank-ordered lists are provided as well as tables and graphs illustrating the relative frequency of the errors. Some of the conclusions are that negative transfer is an important source of errors and that, with regard to intralingual errors, overgeneralization seems to be the most common cause. To reduce errors of all types and promote communication and fluency, an eclectic method is suggested. It is also noted that some errors persist on all levels even after many years of study. (AMH)

ED214375 FL012823

Schneider, Gerd K.

The Place of "Zertifikat Deutsch als Fremdsprache" in the German Curriculum. A Report of a Survey.

Pub Date Dec 81

Note-17p.; Paper presented at the Annual Convention of the Modern Language Asscciation of America (97th, New York, NY, December 27-30, 1981).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-College Second Language Programs; Foreign Countries; *German; Higher Education; Language Proficiency; *Language Tests; *Second Language Instruction; Standardized Tests; Surveys

Identifiers-Germany; *Goethe Institute (West Germany)

The "Zertifikat Deutsch als Fremdsprache," an examination developed by the Adult Education Centers in West Germany and the Goethe Institute to measure a student's proficiency in German as a foreign language, consists of two main parts, group testing and individual testing. The group testing section covers listening and reading comprehension, structural grammar and vocabulary, and written expression. The individual section covers communication in an everyday situation and a guided conversation. This survey covered almost all colleges and universities using the examination and sought information on: the number of students who had taken the test within the previous three years, the textbooks used in language courses, the bearing of the examination on students' decisions to continue in and/or major in German, and ways in which the test could be improved. Analysis of the responses revealed that: (1) the test is useful; (2) it serves as a more accurate measure of students' abilities than course grades; (3) some guidance is needed as to the appropriate time in the course for students to take the examination; (4) results should be on students' transcripts; (5) students should not be charged the $10.00 fee; and (6) the Goethe House and Institutes should train more test administrators. (AMH)

ED214376 FL012824

Clancy, Patricia M.

The Development of Sentences in Japanese Narrative Discourse.

Pub Date Oct 81
Note-18p.; Paper presented at the Boston University Conference on Language Development (6th, Boston, MA, October 9-11, 1981).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adults; *Child Language; Children; Discourse Analysis; *Japanese; *Language Acquisition; Language Research; *Narration; *Sentence Combining

Sentences produced by children and adults in telling stories are analyzed, with particular emphasis on developmental trends in sentence length, the degree of cohesion between clauses, and the internal coherence of sentence content. Subjects for the study were 10 adults and 60 Japanese children in six different age groups. Each subject was interviewed individually by two women, one eliciting the narratives and the other serving as listener. Two types of material were used to elicit narratives: a set of picture cartoons depicting short stories, and a seven-minute videotape, which was a segment from a popular television series. In general, the task that required telling the story depicted by the cartoons proved easier than narrating the video segment from memory. Only seven of the children under five years of age were able to produce enough narration about the videotape to include their stories in the analysis. Two aspects of the findings are isolated for special comment:

(1) the nature of the adult model for sentence formation and variations in consistency used in marking narrative units with sentence boundaries, and the use of conjunctions; and (2) the way in which the development of sentences in narratives by children mirrors the acquisition of sentences in conversation at an earlier stage of language development.
(Author/AMH)

ED214377 FL012825

Higgins, John J.

How Real Is a Computer Simulation?

Pub Date Dec 81

Note-7p.; Revised version of a paper presented at the International Conference of the International Association of Teachers of English as a Foreign Language (16th, London, England, December 18-21, 1981).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Cloze Procedure; *Computer Assisted Instruction; Educational Games; *Programed Instructional Materials; *Second Language Instruction; Teaching Methods

Two keywords "input" and "get," in the BASIC programming language provide a metaphor of the processes of response and intervention in a dialogue situation. Computer teaching activities can be programmed using one or both of these commands. There are at least five main types: the quiz or overt teaching program, the text processsing program, the search, the game, and the simulation. In the last four, the computer is not a teacher but a provider and organizer of relevant language experience. Cloze passages, varieties of the Hangman game, and activities on predictable forms such as plurals, are activities based on the input command and consist of well-formed dialogue. Activities using the "get" keyword introduce the element of skill and timing. Another category of activities, simulations, can be relatively simple or complex. These involve an initial task and several possible solutions or routes to a solution. While there are drawbacks, the tasks one can carry out on computers are real enough to engross learners and they possess more versatility than printed visual aids. (AMH)

ED214378 FL012827

Adelman, Clifford

Choosing Your Partner: Interorganizational Issues in International Education.

Pub Date 81
Note-13p.; Paper presented at the Annual Meeting of the American Association for Higher Education (1981).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Agency Cooperation; *College Second Language Programs; Higher Education; *Institutional Cooperation; Interdisciplinary Approach; *International Education; *Organization; Organizational Objectives; Planning

The attention being given to foreign language education and international studies brings with it the realization that coalitions and interorganizational ventures are necessary. There is also the need for an understanding of the kind of organization with which one is dealing and how different organizations are likely to behave in interorganizational relationships. Five contextual features are isolated: (1) congruity of organizational types and purposes; (2) complexity, a factor that is directly related to the capacity of the organization for change; (3) the leadership or risk-taking factor, and the access of leaders to titles, appointments, and media attention; (4) the ways in which foreign language and international education are administered in different types of educational institutions; and (5) leadership by coalition, that is leadership with the communications-cultural component of society, including universities, and the state and regional supervisory structure. Existing research suggests that coalition, as distinct from other types of relationships, may be the most favorable mode for the field of international education to consider. (AMH)

ED214379 FL012828

Wesdorp, H.

Backwash Effects of Language-Testing in Primary and Secondary Education.

Pub Date Aug 81
Note-25p.; Paper presented at the World Congress of the International Association of Applied Linguistics (6th, Lund, Sweden, August 9-15, 1981).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Achievement Tests; Dutch; Elementary Secondary Education; English (Second Language); French; German; Language Tests; *Multiple Choice Tests; *Testing; *Test Validity
Identifiers-Netherlands

A debate has been carried on in Dutch educational circles about the widespread use of multiple-choice tests, and a number of objections have been raised against the use of such tests. This paper reports on research into the validity of the objections, in particular with respect to the possible effect of multiple-choice tests on the teaching of Dutch as a native language, French, German, and English. The objections dealt with are the following: (1) the possible discriminatory effect of multiple-choice tests; (2) the supposed impoverishment of education through the use of such tests; (3) the risk of impoverished teaching methodology; (4) the possible loss of certain complex skills such as reading; (5) the prominent place of multiple-choice tests at the end of secondary education with the consequent possible overuse of the tests as

practice material; (6) the possible influence of multiple-choice tests on the study habits of students; and (7) emotional aspects of the tests, particularly an increased fear of test taking. The overall conclusion seems to be that in the Netherlands many initial fears about multiple-choice testing were not based on facts. Furthermore, the Dutch system has continued the use of other testing methods along with the multiple-choice variety. (AMH)

ED214380 FL012829

Guidelines for the Development of Programs for Students with Limited English Proficiency under Part 154 of the Regulations of the Commissioner of Education.

New York State Education Dept., Albany. Bureau of Bilingual Education.
Pub Date 82
Note-39p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Bilingual Education; Bilingual Students; Educational Policy; *English (Second Language); Guidelines; Language Proficiency; *Program Development; State Aid; *State School District Relationship; Testing
Identifiers-*Bilingual Programs; *Limited English Speaking; New York

This booklet contains guidelines to assist school districts in developing programs that meet the requirements of the New York State Bureau of Bilingual Education. The guidelines are presented in six parts: (1) an explanation of part 154 of the regulations, the purpose of which is to establish standards for the use of funds made available by the Legislature to provide financial assistance to school districts having pupils of limited English proficiency (LEP); (2) notes on the identification of eligible students; (3) an outline of types of programs required by law, including guidelines for bilingual education and English Second Language programs; (4) guidelines for assessing a student's proficiency each year to determine continuing eligibility for state aid; (5) explanation of the plan districts are required to develop, which meets the needs of LEP students; and (6) exceptions to the New York State district plan, generally districts which are under court order or agreement with a Federal agency regarding provision of services to LEP students. There are four appendices that provide sample instruments, questionnaires, regulations on teacher certification, and alternative testing procedures for non-English speaking students. (AMH)

ED214381 FL012830

Lambert, Wallace E.

The Social Psychology of Language: A Perspective for the 1980s. Focus, Number 5.

InterAmerica Research Associates, Rosslyn, Va.; National Clearinghouse for Bilingual Education, Arlington, Va.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.; Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.
Pub Date Feb 81
Contract No-400-80-0040
Note-9p.; Reprint of paper presented at the International Conference on Social Psychology and Language (Bristol, England, July 1979).
Available from-InterAmerica Research Associates, Inc., National Clearinghouse for Bilingual Education, 1300 Wilson Boulevard, Suite B2-11, Rosslyn, VA 22209 ($1.00).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Bias; *Cross Cultural Training; Cultural Pluralism; Ethnocentrism; *Language; *Language Attitudes; Psycholinguistics; *Second Language Learning; *Social Integration; *Social Psychology; Sociolinguistics
Identifiers-Quebec

Social problems such as prejudice, discrimination, and societal unfairness are examined from the perspective of their association with language. Research in the psychology of language is reviewed with regard to these issues and with particular reference to the situation in Quebec. The first question addressed is the role that attitudes play both as determiners of the rate of acquisition of a second or foreign language and as outcome effects attributable to the degree of skill or lack of skill attained in the study of the other language. A second issue is the unfairness in educational systems and the connection with language styles and attitudes. The third topic addressed is the decline in interest in the study of foreign languages and the widespread immigration of speakers of other languages. A plan is proposed for sharing languages in the community rather than concentrating on language instruction in the schools. Finally, the demand for social and political independence on the part of cultural and linguistic minorities is looked at in relation to native and second language instruction. One conclusion is that those involved with the psychology of language need to turn their attention to broad sociopolitical issues that impinge on language in society. (AMH)

ED214382 FL012831

Stupp, Emma Gonzalez, Comp.; Gage, Jennifer, Comp.

Adult Basic Education for Non-English Speakers: A Bibliography.

InterAmerica Research Associates, Rosslyn, Va.; National Clearinghouse for Bilingual Education, Arlington, Va.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.; Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.

Pub Date 81
Contract No-400-80-0040
Note-46p.
Available from-InterAmerica Research Associates, Inc., National Clearinghouse for Bilingual Education, 1300 Wilson Boulevard, Suite B2-11, Rosslyn, VA 22209 ($4.00).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Adult Basic Education; Basic Skills; Bilingual Education; Career Education; *English for Special Purposes; Functional Literacy; Job Skills; Literacy Education; *Non English Speaking; Vocational Education
Identifiers-Limited English Speaking

This bibliography is a collection of 51 entries concerning adult basic education for non-English speakers. Each entry contains an abstract describing the contents of the material. Information is also provided regarding availability, as well as indexing terms. (AMH)

ED214383 FL012832

Gage, Jennifer, Comp.

Directory of Computerized Resources in Bilingual Education.

InterAmerica Research Associates, Rosslyn, Va.; National Clearinghouse for Bilingual Education, Arlington, Va.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.; Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.
Pub Date 81
Contract No-400-80-0040
Note-58p.
Available from-InterAmerica Research Associates, Inc., National Clearinghouse for Bilingual Education, 1300 Wilson Boulevard, Suite B2-11, Rosslyn, VA 22209 ($5.50).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Bilingual Education; *Databases; Documentation; Indexes; *Information Retrieval; Online Systems

This is a guide to databases and computerized search services in the field of bilingual education. The first section of the guide lists 37 computerized databases which can be searched online to locate bibliographic, statistical, legislative, and other information about bilingual education and about other subject areas related to the education of minority language populations. The second section of the guide lists organizations in the national Title VII support-services network through which online computer searches of some or all of these databases may be obtained. (Author/AMH)

ED214384 FL012833

Guide to Theses and Dissertations in Bilingual Education.
InterAmerica Research Associates, Rosslyn, Va.; National Clearinghouse for Bilingual Education, Arlington, Va.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.; Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.
Pub Date 81
Contract No-400-80-0040
Note-35p.
Available from-InterAmerica Research Associates, Inc., National Clearinghouse for Bilingual Education, 1300 Wilson Boulevard, Suite B2-11, Rosslyn, VA 22209 ($3.00).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Academic Achievement; Access to Education; *Bilingual Education; Communicative Competence (Languages); *Doctoral Dissertations; English (Second Language); Learning Processes; *Masters Theses; Parent Participation; School Districts; Second Language Learning; Teacher Attitudes; Teacher Education; Vocational Education
This guide presents information on 25 dissertations in bilingual education done by Fellows in ESEA Title VII Fellowship programs. The dissertations cover the following general areas: language learning and communicative competence, teacher training, teacher role and attitudes, parent participation, access to education on all levels, learning styles and academic achievement; school district structure, and vocational education. Each entry provides bibliographic information and an abstract. (AMH)

ED214385 FL012834

Juhel, Denis

Bilinguisme et traduction au Canada. Role sociolinguistique du traducteur. (Bilingualism and Translation in Canada. The Sociolinguistic Role of the Translator).

Laval Univ., Quebec (Quebec). International Center for Research on Bilingualism.
Report No-ICRB-B-107; ISBN-2-89219-108-4
Pub Date 82
Note-141p.
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Biculturalism; *Bilingualism; English; Foreign Countries; French; *Interpreters; Language Variation; *Official Languages; *Sociocultural Patterns; *Sociolinguistics; *Translation
Identifiers-Canada

This study concerns the problems posed by modes of interlinguistic communication, translation, and individual bilingualism, on which depend the quality of relationships between two ethnic communities belonging to a single political entity. It also addresses a frequent question about the need for translation in a bilingual country like Canada. The discussion involves the extent and quality of bilingualism in the Canadian population, bilingualism and biculturalism, the role and function of translation in an officially bilingual country, and reflection on the nature of the translation act. After an introductory review of the history of the French language and sociolinguistic geography in Canada, the discussion moves to the distinction one must make between institutional bilingualism and biculturalism on the one hand, and individual bilingualism on the other. A third chapter analyzes the scope and role of French translations in the socioeconomic and political life of Canada. Finally, the study attempts a theoretical and practical analysis of the role and nature of both oral and written translation. By way of conclusion, the findings of each chapter are synthesized in order to define the relationship which should link translation to other forms of bilingualism. (AMH)

ED214386 FL012835

Pousada, Alicia; Poplack, Shana

No Case for Convergence: The Puerto Rican Spanish Verb System in a Language Contact Situation. Centro Working Papers 5.

City Univ. of New York, N.Y. Centro de Estudios Puertorriguenos.
Pub Date 79
Note-60p.; Prepared by Language Policy Task Force.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Code Switching (Language); *Contrastive Linguistics; Diachronic Linguistics; Language Research; *Language Usage; Language Variation; *Puerto Ricans; Sociolinguistics; *Spanish; *Verbs
Identifiers-New York (New York)

This study examines quantitatively the systems of tense, mood, and aspect in Puerto Rican Spanish spoken in the United States. In the community under investigation, code-switching is an integral part of the communicative repertoire; also, the codes tend to be switched at points around which the surface structures of Spanish and English map onto each other. It is hypothesized, therefore, that Puerto Rican Spanish verb usage is being reinterpreted on the model of English. Standard Spanish and English verbal systems are compared, with particular attention to those areas where the two systems differ. The informants were 12 long-term residents of El Barrio in East Harlem, New York. Six were Spanish-dominant and six, English-dominant. Comparative data were also collected from "prestige" Spanish speakers, as well as from 15th century Spanish, modern Andalusian Spanish, and English. Systematic quantitative analysis revealed that: (1) an overwhelming stability exists in the systems of tense, mood, and aspect in Puerto Rican Spanish spoken in the United States; and (2) the relative importance of the various verb forms has remained basically unchanged in Spanish since the 15th century.

(AMH)

ED214387 FL012840

Lazarus, Peggy

Communicative Competence of Kindergarten Children: A Sociclinguistic Perspective.

Pub Date Oct 81
Note-16p.; Paper presented at the annual meeting of the Rocky Mountain Educational Research Association (12th, Dallas, TX, October 1981).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Classroom Communication; *Communicative Competence (Languages); Interaction; Kindergarten Children; *Language Acquisition; Middle Class Students; Nonverbal Communication; Primary Education; *Sociolinguistics; Speech Communication; *Student Participation; White Students

Communicative competence is defined as "...the ability to use appropriate speech for the circumstances, and when deviating from what is normal to convey what is intended." A study was undertaken to show that children's sociolinguistic communicative competencies and incompetencies can be identified and described in components of the "Ways of Speaking." Using an ethnograhic design, data were collected in a middle-class kindergarten consisting of 21 white, native English speakers during a period of four months. Children's ways of speaking were examined and aspects of their sociolinguistic competence and incompetence were identified. Speech samples were examined in the following categories: setting or scene, participants, ends or goals, act sequences, key or tone, instrumentalities, norms of interaction, and genres. The competencies discovered included the ability to vary artfully the components of "Ways of Speaking" in order to accomplish a range of personal purposes and awareness of regularities in classroom language. The problems in acculturation had to do with requisite norms of interaction, participant role as unintended hearers when the teacher addressed remarks to a subgroup, and sometimes attracting and maintaining interest of their audience. (AMH)

ED214388 FL012841

Macedo, Donaldo P.

Stereotyped Attitudes toward Various Portuguese Accents. Focus, Number 4.

InterAmerica Research Associates, Rosslyn, Va.; National Clearinghouse for Bilingual Education, Arlington, Va.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.; Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.

Pub Date Jan 81
Contract No-400-80-0040
Note-9p.
Available from-InterAmerica Research Associates, Inc., National Clearinghouse for Bilingual Education, 1300 Wilson Boulevard, Suite B2-11, Rosslyn, VA 22209 ($1.00).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Dialect Studies; Ethnic Groups; *Language Attitudes; Language Styles; *Native Language Instruction; *Portuguese; *Regional Dialects; *Social Dialects; Sociolinguistics; *Stereotypes

Research has demonstrated that many linguistic features correlate with social stratification of speakers and that these features often serve as social identifiers that trigger language stereotypes. An experiment was conducted to verify these findings with regard to Portuguese ethnic groups. Judges from four Portuguese-speaking ethnic groups listened to a series of tape recordings of eight speakers of Portuguese reading a standard passage. The speakers represented Continental, Brazilian, Capeverdean, and Azorean speakers; half were college educated and half had a fourth grade education. Personality characteristics of each speaker were evaluated from voice and speech clues. The data provided evidence that judges recognized ethnic educational, and social class differences. Noneducated speakers were generally rated lower than their educated counterparts. Capeverdean and Azorean speakers were given a low rating by judges from these ethnic groups. Pedagogical implications for the language development of speakers of a dialect are discussed in relation to language attitudes and the social reality of the language being taught. (AMH)

ED214389 FL012842

Lieber, Paula E.

Superordinate Terms in Expository Writing.

Pub Date Oct 81

Note-14p.; Paper presented at the Annual Conference of New York State English to Speakers of Other Languages and Bilingual Educators Association (Rochester, NY, October 23-25, 1981).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Coherence; *Cohesion (Written Composition); *English (Second Language); *Expository Writing; Higher Education; Paragraph Composition; Second Language Instruction; Semantics; Syntax; *Writing Instruction; Writing Skills

Superordinates in Halliday and Hasan's analysis of cohesion are lexical items which refer to preceding terms, ideas, or actions, or to whole stretches of discourse, by naming a more inclusive category or class within which the antecedent is included. In written texts the interrelationships between superordinates and more specific terms, or hyponyms, provide patterns of meaning between and within sentences.

English as a second language (ESL) students need to be taught to choose appropriate superordinates and hyponyms, which they will use across disciplines in their academic writing. Semantic distinctions, syntactical structures, and rhetorical structures and functions are also context independent, and so must be taught. For example, superordinates can serve as triggers for eliciting focus and development of a topic. In this process, instruction would be given on use of abstract terms, more specific terms, and the contexts in which each is appropriate. Literature on reading comprehension is a suggested source of vocabulary-teaching techniques that can be adapted for presenting, practicing and differentiating the use of superordinates. (AMH)

ED214390 FL012843

Vivian, Sigrid

Language for Specific Purposes Program-Development and Implementation of a Vocation-Specific Language Acquisition Course of Study.

Pub Date 82
Note-22p.; Paper presented at the CATESOL State Conference (Sacramento, CA, March 12-14, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Dialogs (Language); *English for Special Purposes; *Health Occupations; Lesson Plans; Postsecondary Education; Reading Instruction; Second Language Instruction; *Teacher Developed Materials; Teaching Methods

This presentation, intended to help English for Specific Purposes (ESP) instructors, covers the following areas: (1) classifying and selecting students for the program, (2) making a needs assessment of material to be taught, (3) setting up a language support program, (4) developing appropriate materials for a preparation class and a language support class to assure success during occupational training, and (5) teaching these materials effectively and efficiently. A number of sample lesson plans and reproductions of lesson materials, such as reading passages, student exercises, and dialogs are included as well as steps one might follow in developing ESP material. The emphasis here is on health-field related occupations. The suggestions for lesson development are appropriate for both teacher-centered and learner-centered environments. (Author/AMH)

ED214391 FL012844

Lavine, Roberta Z.; Fechter, Sharon Ahern

Computer-Assisted Instruction in the ESL Curriculum.

Pub Date Oct 81

Note-33p.; Paper presented at the Conference of the Washington Area Teachers of English to Speakers of Other Languages (Baltimore, MD, October 2-3, 1981). A portion of the appendix has been omitted because of poor reproducibility.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Autoinstructional Aids; *Computer Assisted Instruction; *English (Second Language); Higher Education; *Second Language Instruction; *Teaching Methods

Identifiers-Strayer College DC

A double perspective is offered on computer-assisted instruction (CAI): (1) a definition is provided, the role of a computerized component in an ESL curriculum is examined, and the potential of computerized learning in the ESL field is explored; and (2) the CAI program at Strayer College in Washington, D. C. is described. The definition proposed is the use of a computer in enhancing the learning and mastery of a specific skill. Because of CAI's versatility and provision for individualization, several advantages of this type of instruction are discovered: (1) errors can be analyzed and positive reinforcement given; (2) testing can become a learning process; and (3) it can provide almost unlimited opportunity for drill and practice. Almost any written material can be adapted for computer exercises using the drill and practice, tutorial, testing, dialogue, or simulation and gaming modes. The computer learning program at Strayer College is mainly employed in the drill and practice mode and is used along with classroom instruction. The other instructional modes are used as well and are described briefly. Several computer exercises are appended. (AMH)

ED214392 FL012845

Ochoa, Alberto M.

Title IV Language Minority Regulations: Beyond the Lau Remedies.

Pub Date May 81
Note-55p.; Paper presented at the Annual International Bilingual Bicultural Education Conference (10th, Boston, MA, May 23-30, 1981).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Bilingual Education; Bilingual Students; Civil Rights Legislation; *Educational Policy; Elementary Secondary Education; *Guidelines; Language Proficiency; Minority Groups; Parent Participation; Program Evaluation; Teacher Effectiveness
Identifiers-*Bilingual Programs; Limited English Speaking

Modifications to the Office of Civil Rights (OCR) Task Force Remedies are suggested with reference to identification of national origin minority students, assessment and educational prescription, staffing, desegregation assurance, and parent involvement. These considerations are addressed in five sections: (1) student identification; (2) program offerings (K-12); (3) staffing; (4) prevention of programmatic discriminatory practices; and (5) evaluation. The first section describes and gives examples of a home language survey, methods of identifying students, language proficiency and student achievement, and a classification of Lau Students. The second section discusses programs for various categories of students with limited English proficiency, individualized learning programs, factors triggering comprehensive bilingual programs, and special education concerns. The third section deals with instructional personnel requirements, staff development, and affirmative action. The fourth section on discriminatory practices includes communication with parents and parent involvement. Finally, evaluation is discussed in terms of educational context, content, process, and product. (AMH)

ED214393 FL012846

Spencer, D. H.

The Reality of Written Examinations and Realism in Preparing for Them.

Pub Date Dec 81

Note-7p.; Paper presented at the Conference of the International Association of Teachers of English as a Foreign Language (16th, London, England, December 18-21, 1981).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*English (Second Language); *Error Analysis (Language); Higher Education; Language Tests; Language Usage; Paragraph Composition; Secondary Education; *Second Language Instruction; Vocabulary Skills; Writing Exercises; *Writing Skills

Written examinations are considered to be more searching than oral ones; they are less subject to chance because they give more time to the student for reflection, and they do not favor one type of learner over another. This view is taken even though language is speech before it is writing. While there may be a need for a complementary oral examination, the "old-fashioned" kind of written examination still provides the best indication of a candidate's language ability and knowledge. Teachers can help their students succeed in written language examinations by instructing them in word usage and language styles, noting their errors and tracing the origin of the errors, giving practice in correcting these errors, and then writing correct English sentences. Teachers might also give students practice in writing under examination conditions. For example, they might be assigned an examination type essay for homework and a week or so later be required to write on the same topic in class. Another exercise might be to correct typical errors in a paragraph constructed by the teacher. Generally speaking, assigned exercises such as daily journal keeping in the foreign language are good writing practice. (AMH)

ED214394 FL012847

Poplack, Shana
"Sometimes I'll Start a Sentence in Spanish Y TERMINO EN ESPANOL": Toward a Typology of Code-Switching. CENTRO Working Papers, No. 4.
City Univ. of New York, N.Y. Centro de Estudios Puertorriguenos.
Pub Date Mar 79
Note-83p.; Prepared by Language Policy Task Force.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Adults; *Bilingualism; *Code Switching (Language); English; Ethnic Groups; Language Research; Language Usage; Linguistic Competence; *Puerto Ricans; *Sociolinguistics; Spanish; *Spanish Speaking; *Speech Communication; Syntax
Identifiers-New York (New York)

This paper attempts to integrate the results of the ethnographic and attitudinal components of a broader study into a specifically sociolinguistic analysis. While a variety of opinions can be found in the literature on code-switching, the contention here is that code-switching is a norm in specific speech situations that exist in stable bilingual communities. Satisfaction of this norm requires more linguistic competence in two languages than has heretofore been noted. The code-switching behavior of 20 Puerto Ricans from 102nd Street in New York City, who had varying degrees of reported and observed bilingual ability, was observed and described. The quantitative analyses are based on recorded speech data in both interview and natural settings. The analysis deals with linguistic questions concerning the surface configuration of the switch, and with the code-switchers themselves. A finding considered to be crucial is that there are virtually no ungrammatical conbinations of the two languages in the 1,835 switches studied, regardless of the bilingual ability of the speaker. It is also shown that switch types traditionally considered most deviant, those switches occurring within a single sentence, are the ones requiring most skill. They tend to be produced by the "true" bilinguals in the sample. (AMH)

ED214395 FL012849

Cross, David

The Compact Course: A Curricular Innovation.

Pub Date Dec 81

Note-29p.; Paper presented at the Conference of the International Association of Teachers of English as a Foreign Language (16th, London, England, December 18-21, 1981).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Applied Linguistics; Communicative Competence (Languages); Course Descriptions; Cultural Awareness; Foreign Countries; *Instructional Innovation; *Minicourses; *Notional Functional Syllabi; Secondary Education; *Second Language Instruction; Teaching Methods

Identifiers-England

A three-year curriculum of "Compact Courses" which was introduced in a secondary school in England is described here. The objectives of each course are terminal; the courses have no fixed length or pattern. The method adopted is that best suited to the teacher in view of the terminal objective. During the first 2 years, students take eight separate 10-week courses in different languages and in various aspects of language, linguistics, and culture. The content for French, Spanish, German, and Italian in the first and second years follows a notional-functional syllabus. In addition to these courses, the students also must take courses in civilization in which they are encouraged to broaden their own interests. The third component is linguistics in which students make explicit their implicit knowledge of English and study the relationships between Indo-European languages at the structural and lexical levels. The third year consists of a one-year Compact Course in French. In this year classes rotate among four teachers, a week at a time. The content of this course is described and a brief description is given of the fourth and fifth year classes that follow a more traditional framework. (AMH)

ED214396 FL012850

Bishop, Ann Elise

English Language Teaching by Foreigners in Harbin, Northeast China.

Pub Date Dec 81
Note-41p.; Master's thesis, University of Texas at Austin.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Course Content; Cross Cultural Training; *English (Second Language); Foreign Countries; Higher Education; *Second Language Instruction; Teacher Education; Teaching Methods
Identifiers-*China

Three types of English classes conducted by foreigners in Harbin, Northeast China, are described. These classes for English teachers, for students, and for science teachers are described in three separate chapters. The section on English teacher training classes discusses goals, the composition of the student body, the differences between classes at liberal arts universities and those at scientific institutes, and methodology. The second section describes classes conducted for science teachers at universities and institutes. The emphasis is on a description of course content, emphasis on listening and speaking skills, texts used, and teaching techniques. The student classes are discussed in a third part. It is noted that these classes were not as high a priority as those for teacher training, and if a foreign teacher was not available they would be taught by Chinese student-teachers. A final chapter gives some indications on other English language related activities foreign teachers are asked to engage in, such as lectures, making tape recordings, and advising English teachers. (AMH)

ED214397 FL012851

Minaya-Rowe, Liliana

A Comparison of Latin American and United States Bilingual Education Programs.

Pub Date 23 Oct 80
Note-24p.; Paper presented at the I.N. Thut World Education Center Centennial Colloquium (Connecticut, October 23, 1980).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Aymara; *Bilingual Education; Bilingualism; Comparative Analysis; *Educational Policy; Elementary Secondary Education; English; English (Second Language); Foreign Countries; *Language Planning; Legislation; Policy Formation; Quechua; *Sociocultural Patterns; Spanish
Identifiers-Bolivia; Ecuador; Peru; United States

Bilingual programs and the socio-cultural circumstances surrounding the programs of the United States are compared with the programs and socio-cultural circumstances of three Latin American countries: Peru, Ecuador and Bolivia. The legal frameworks are different. In the United States, bilingual education acts and subsequent programs came as a result of legal challenges by private citizens. In contrast to this, in Latin America the institutionalization of bilingual education programs began with the incentive of the national governments. There are differences in administration, goals, relative status of the languages involved, relative distribution of monolingual and bilingual populations, and cultural-historical backgrounds. In the United States a large number of different social processes are reflected in the various bilingual situations, while in the Latin American case, two historical factors are dominant. These differences mean that the socio-cultural attitudes that members of language communities have toward other languages and their use are an important factor in the stance toward bilingual education programs. Implications are discussed in terms of the final linguistic state of the societies in question and the degree of

mutual versus unidirectional influence of the languages involved. (AMH)

ED214398 FL012852

Casken, Sarah T.

Positive and Negative Politeness Strategies and Their Influence on American and British English Discourse.

Pub Date Aug 80
Note-96p.; M.A. Thesis, University of Hawaii.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Cross Cultural Studies; *Discourse Analysis; English; Language Research; Language Usage; *North American English; Sociolinguistics; Speech Habits
Identifiers-*English (British); *Formulaic Expressions

Based on a model developed by Brown and Levinson (1978), this thesis examines one feature underlying appropriate language use--politeness--as it affects the discourse of native English speakers in three situations. The three situations and speakers involved are: (1) British speakers in a British public library, (2) American speakers in an American public library, and (3) American speakers at mealtime in the home. Cross-culturally the analysis reveals that speakers in the British library employ politeness strategies similar to those employed by speakers in the American library. Intraculturally the analysis reveals that speakers in the home employ different politeness strategies than those employed by speakers in the American library. It is suggested that Brown and Levinson's model can be used as a taxonomy for discourse analysis. It provides ESL teacher and researcher a framework in which to realize and discuss differences between cultures and languages in terms of politeness and its effect on linguistic outputs. (Author)

ED214399 FL012858

The Teaching of French as a Second Language. A Position Paper Developed by the CTF Commission on French as a Second Language.

Canadian Teachers' Federation, Ottawa (Ontario).
Report No-CTF-C-81311; ISBN-0-88989-119-2
Pub Date Nov 81
Note-13p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Achievement; Communicative Competence (Languages); Educational Objectives; Elementary Secondary Education; Enrollment Trends; Foreign Countries; *French; Language Enrollment; Language Planning; Language Skills; Official Languages; *Position Papers; *Second Language Instruction
Identifiers-Canada

This paper develops the principles which underly the policy statement of the Canadian Teachers' Federation. The introductory material discusses the need to study foreign language in today's interdependent world, and particularly in Canada, an officially bilingual country. Also discussed are the enrollment trends in the provinces and the aims and objectives of a French Second Language program. Regarding the level of competency to be achieved, it is stated that every student has the right to attain a basic competency. This is defined as a good knowledge of the language, ability to make oneself understood in conversation, ability to read standard texts, some knowledge of French-speaking communities, and ability to take up the study of French again at a later date. The aims of middle and top level classes are outlined as well as criteria for achievement on all levels. The criteria concern: (1) time on task, (2) teacher education, (3) teaching materials and cultural orientation, (4) class size and pupil/teacher contact, (5) support services, and (6) parental and community contact. Finally, it is proposed that basic competency in a second language be instituted as a requirement for admission to any university and that the government of Canada promote language education. (AMH)

ED214400 FL012859

Hallet, Brien

Second Language Teaching and Radio: An Annotated Bibliography.

Pub Date 82
Note-86p.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Annotated Bibliographies; Audiolingual Skills; *Audiovisual Aids; Communication Skills; Nonprint Media; *Radio; *Second Language Instruction; Teaching Methods

The bibliography proper is preceded by an introduction which traces the development of radio technology and the use of the radio in language teaching since 1923. The bibliography is organized into four sections and an appendix. The four sections correspond to the four different uses to which radio has been put in second language teaching, namely: (1) teaching by radio, (2) teaching from radio, (3) teaching through student productions, and (4) teaching with two-way radio. Each entry provides bibliographic information and an annotation. The introduction to each section highlights the articles considered to be more important or unusual. The appendix contains a listing of bibliographies. (AMH)

ED214401 FL012860

Butler-Wall, Brita

Managing Questions: Data from Second Language Learners of Swedish.

Pub Date 2 Mar 80
Note-27p.; Paper presented at the Los Angeles Second Language Research Forum (Los Angeles, CA, March 2, 1980).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Applied Linguistics; Classroom Communication; Intonation; Language Research; *Listening Comprehension; *Second Language Learning; *Speech Communication; *Swedish
Identifiers-*Questions

This research deals with a series of preliminary studies of the management of questions by second language learners of Swedish. Question management here refers to the ability to produce an utterance which successfully elicits a response from an interlocutor, and the ability to determine correctly when a response is required. The three exploratory studies involve a listening test, a production task, and input studies. The listening test compared native and non-native listeners' ability to detect questions in Swedish. The study concentrated on the perception of rising intonation as a question marker. The second phase addressed the question of learners' reliance on intonation as a marker in the production of questions, as well as the way this compares with native performance. The input studies concerned observation of the speech of a native speaker of Swedish teaching Swedish as a second language. Her speech behavior in class was compared with her speech in conversation with another native speaker. Results indicate that transfer from English to Swedish and input influences account for some of the data, but not all of it. Therefore, it might be useful to consider the differences between native and non-native speech as a function of the differences in purpose of the native and the learner. (AMH)

ED214402 FL012861

Kimura, Larry Kauanoe, Comp.
Lau Kukui: Level II Hawaiin Language Reader [and] Teacher's Guide.
Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.
Pub Date Dec 81
Note-191p.
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Elementary Secondary Education; *Hawaiian; Learning Activities; Lesson Plans; Pattern Drills (Language); *Reading Instruction; *Second Language Instruction; Vocabulary
This publication contains both a teacher's guide and a student workbook for the second year of study of the Hawaiian language and culture. The teacher's guide includes an introduction to teachers and a complete set of lessons for each reading. The lesson plans contain the following: (1) a statement of the content of the lesson, (2) exercises with keys, and (3) additional suggested individual or class activities. The lesson plans are keyed to the corresponding reading in the student book. The student section consists of an introduction to the students, 20 readings, grammatical notes, and a glossary. The text is illustrated

with pen-and-ink drawings. (Author/AMH)

ED214403 FL012862

Deshaies, Denise; Hamers, Josiane F.

Etude des comportements langagiers dans deux entreprises en debut de processus de francisation (A Study of Language Usage and Attitudes in Two Businesses at the Beginning of the Process of Change from English to French).

Laval Univ., Quebec (Quebec). International Center for Research on Bilingualism.
Report No-ICRB-G-3; ISBN-2-89219-109-2
Pub Date 82
Note-312p.
EDRS Price - MF01/PC13 Plus Postage.
Descriptors-*Bilingualism; *Business Communication; *Employee Attitudes; English; French; Interaction; *Language Attitudes; Language Research; *Language Usage; Questionnaires; Research Methodology; Role Playing; *Sociolinguistics
Identifiers-*Quebec (Montreal)

A comparative study was conducted in two factories in the Montreal area which were in the process of changing the official language within the factory from English to French. The objective of the research was twofold: (1) to analyze the language use and behavior of the employees; and (2) to develop research instruments appropriate for evaluating the language situation of a business, and for measuring the success of programs whose objective is a modification of language usage. Two businesses were chosen in the food distribution industry; the personnel represented a mix of francophones, anglophones, and italophones. Data were gathered by a chart for noting observations of oral communication in work situations, an attitude questionnaire regarding French and English usage, and role plays. The sample was made up of 367 persons, both male and female, of whom the majority were French-speaking. One finding is cited as particularly notable, namely that the employees' principal concern was to maintain good interpersonal relations. This concern is evident in the willingness to use the language of their interlocutor. The description of the research is accompanied by nine appendices containing samples of the research instruments and analyses, as well as numerous figures, charts, and tables. (AMH)

ED214404 FL012880

Social Adaptation of Refugees. A Guide for Service Providers.
Center for Applied Linguistics, Washington, D.C. Language and Orientation Resource Center.
Spons Agency-Office of Refugee Resettlement (DHHS), Washington, D.C.

Pub Date 82
Grant-96-P-10002-3-01
Note-34p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Acculturation; *Agency Role; *Community Services; *Culture Conflict; *Human Services; *Refugees; Social Integration

This guide is intended for persons who are concerned with the social adjustment of refugees in the United States. Its objectives are threefold: (1) to help the service providers better understand the refugee as an individual; (2) to add to the knowledge of how to provide culturally-appropriate services and support for the needs of newly arrived refugees as well as of those who have been in this country for several years; and (3) to help service providers identify the kinds of support the refugee needs to maintain and develop personal, intellectual, and emotional resources for further social adaptation. The material is presented in five sections. Part 1 deals with culture, social adaptation, and culture shock. The second part discusses issues of adjustment, refugees' expectations, changes in the support system, cultural conflicts, and community changes. Part 3 deals with principal values in the mainstream American culture and major pressure points. Part 4 treats support systems in most refugees' native lands and the task of rebuilding the support system in the United States. The final chapter deals directly with issues for service providers, their roles, providing access to further help, and service providers' commitments and goals. A selected bibliography completes the volume. (AMH)

ED214405 FL012881

A Future for Us All. A Resource Guide for Refugee Women's Program Development.

Center for Applied Linguistics, Washington, D.C. Language and Orientation Resource Center.

Spons Agency-Office of Refugee Resettlement (DHHS), Washington, D.C.
Pub Date 81
Grant-96-P-10002-3-01
Note-135p.; Product of a workshop sponsored by the Language and Orientation Resource Center, Center for Applied Linguistics (April 30-May 1, 1981).
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Community Action; Community Resources; *Females; Financial Support; *Human Services; *Needs Assessment; *Program Development; *Refugees; *Self Help Programs

This guide, largely a product of the Language and Orientation Resource Center's (LORC) "Working Session on Program Development for Refugee Women," is a resource for use by refugees and by persons and organizations working with refugees. The main part of the guide is divided into five sections: (1) an introduction to recent attention to them, and a discussion of current recent attention to them; and a discussion of current directions of refugee resettlement in the United States; (2) identification of needs and resources, including assessment of both individual and program needs; (3) self-help activities, including an overview of them and a discussion of various kinds of advocacy and organizational questions related to self-help activities; (4) components of program design, including existing models, human resources, creating the environment, and collaboration with existing community resources and fundraising; (5) summaries of individual programs including their addresses; and (6) samples and reproductions of program materials. The guide concludes with a selected bibliography and a list of participants in the LORC workshop. (AMH)

ED214406 FL012885

Teaching English to Haitians. Refugee Education Guide. General Information Series #26.
Center for Applied Linguistics, Washington, D.C. Language and Orientation Resource Center.
Spons Agency-Office of Refugee Resettlement (DHHS), Washington, D.C.
Pub Date Sep 81
Grant-98-P-10002-3-01
Note-54p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*English (Second Language); *Haitian Creole; *Haitians; *Interference (Language); *Lesson Plans; Morphology (Languages); Phonology; Second Language Instruction; Syntax

Three types of information useful to English as a Second Language teachers of Haitian refugees are provided: (1) a discussion of the Haitian educational system and of reasons for the high illiteracy rate; (2) an explanation of the language situation in Haiti where the official language is French, and the native language of most of the population is Haitian Creole; and (3) a sketch of the phonetic system and pronunciation problems for Haitians learning English. The last part of the book presents an analysis of the phonology, morphology, and syntax of Haitian Creole and 19 English pronunciation lessons with notes. (AMH)

ED214407 FL012890

Stevick, Earl W.

Teaching and Learning Languages.

Report No-ISBN-0-521-28201-2
Pub Date 82
Note-215p.
Available from-Cambridge University Press, 32 East 57th Street, New York, NY 10022 ($6.95).

Document Not Available from EDRS.

Descriptors-Applied Linguistics; *Class Activities; *Classroom Techniques; Elementary Secondary Education; *Grammar; Linguistic Theory; *Phonology; *Second Language Instruction; Second Language Learning; Teaching Methods

This book on the theory and practice of language teaching and learning develops the argument that learning a language depends on "what goes on inside and between the people in the classroom." The material is presented in three parts. Part 1 is a nontechnical account of how teacher and students interact, and of how the mind deals with foreign language data. The second part discusses a wide range of techniques for pronunciation, memorization, grammar, audiovisual and other aids, oral activity, writing material for one's class, and adapting existing texts. The emphasis is not primarily on amassing a large number of workable techniques, but on understanding the technique, seeing what is behind it, and how it is related to other techniques. The last section looks at basic linguistic data, especially phonology and grammar. The final chapter gives suggestions for further reading. (AMH)

ED214408 HE013916

Prather, James E.
Review of Model Specifications.
Georgia State Univ., Atlanta. Office of Institutional Planning.
Report No-GSU-OIR-81-12
Pub Date Mar 81
Note-13p.
Available from-Georgia State University, University Plaza, Atlanta, GA 30303.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Rank (Professional); *College Faculty; Comparative Analysis; *Departments; Educational Background; Females; Full Time Equivalency; Higher Education; Institutional Research; Intellectual Disciplines; Males; *Models; Multiple Regression Analysis; *Predictive Measurement; *Predictor Variables; State Universities; Teacher Characteristics; *Teacher Salaries
Identifiers-*Georgia State University

A salary prediction model for college faculty that is used at Georgia State University was reviewed and tested using multiple regression analysis. Various model specifications, incorporating academic rank, academic discipline, and academic experience, including professional and personal background characteristics, are reviewed. Academic rank is an important determinant of salary, and it is strongly related to three key indicators of academic performance: teaching ability, scholarship, and service. Academic discipline is another important salary determinant that is influenced by the supply and demand in the academic labor market for that discipline, institutional factors, including fluctuation in student enrollment; and department factors which influence salary, including paradigm development. Paradigm development is the level of agreement within an academic discipline of research methodology, course content, and research issues and problems. Background characteristics of faculty interact in a complex fashion with academic discipline and department to influence salary outcomes. The next most important characteristic in model specification is a component reflecting academic experience. The prediction equation incorporates rank, administrative status, discipline, and years in rank, endowed chair and contract status, or full-time equivalence. To explain the dynamics of faculty rewards, other equations were also employed, which include possible discriminatory variables, such as sex, race, age, and years employed. The equations were developed for the major colleges of the university, and separate equations for males and females were calculated. It was found that 90 percent of the variance in the salaries of teaching faculty could be accounted for by the prediction model. (SW)

ED214409 HE014520

Ayre, David, Ed.; And Others
Resource Handbook on Manpower Flexibility Options in Ontario Universities.
Ontario Inst. for Studies in Education, Toronto.
Pub Date Jan 81
Note-427p.; Not available in paper copy due to marginal legibility of original.
Available from-Higher Education Group, OISE, 252 Bloor St., W. Toronto, Ontario M5S 1V6, Canada ($35.00).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Career Change; *College Faculty; Faculty College Relationship; Faculty Development; Faculty Mobility; *Faculty Workload; Higher Education; *Labor Force Development; Labor Utilization; Networks; *Personnel Policy; *Reduction in Force; Retirement Benefits; Retraining; Staff Utilization; Teacher Retirement; Teacher Welfare; *Teaching (Occupation); Tenure

Manpower flexibility options in Ontario universities during times of financial restraint are discussed in this handbook, which resulted from a seminar that examined: (1) various approaches to problems related to anticipated academic staff reduction; (2) issues associated with policy development and implementation; and (3) establishing an informal network of Ontario university individuals currently interested in and/or knowledgeable about manpower flexibility options. Areas examined are: early retirement, reduced workload, shared workload, retraining/transfers, and exchanges. Supplementary materials include: "Review" (M. von Zur-Muehlen); "Academic Careers in a Time of Recession" (J. S. Small); "Helping Professors Grow" (S. K. Bailey); "Changing Retirement" (Corwin et al.); "Early Retirement" (McGill University); "Teaching Staff Report" (Trent University); "Faculty Retraining in Four States" (C. B. Neff); "1982 Committee Academic Career Planning" (Carleton University); "Are Professors Recyclable?" (R. S. Wilson); "Presidential Committee Report--Faculty Development" (University of Western Ontario); and "Retirement and Pension" (E. D. Maher). The Handbook, to be revised periodically, is designed to be of use to other institutions in responding to the need for manpower flexibility. (LC)

ED214410 HE014646

Interuniversity Co-Operation in the Europe Region.
United Nations Educational, Scientific, and Cultural Organization, Bucharest (Romania). European Centre for Higher Education.
Report No-ISBN-92-3-101941-4
Pub Date 81
Note-72p.
Available from-European Centre for Higher Education, UNESCO-CEPES, 39, Stirbei Voda St., R-70732, Bucharest, Romania.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Cooperative Programs; Educational Policy; *Foreign Countries; Higher Education; Information Dissemination; *Information Networks; *Intercollegiate Cooperation; *International Educational Exchange; International Organizations; International Relations; Questionnaires; Regional Cooperation; *Research Projects; Student Exchange Programs; Teacher Exchange Programs
Identifiers-*Europe (East); *Europe (West)

Aspects and forms of interuniversity cooperation in Europe, problems and shortcomings encountered, and advantages are reviewed. Existing modalities and forms of cooperation and coordination in the following areas are considered: student exchanges, teacher exchanges, research, documentation and information, and policy and administration. A certain number of countries continue to favor informal cooperation but such cooperation is carried out in the framework of agreements from university to university (with or without governmental agreements). In some cases international bilateral or unilateral agreements become national law and can govern cooperation. Cooperation and coordination at the national level and the role of interuniversity organizations are also considered. All of the socialist countries responding to the survey indicate an intense cooperation with the other countries of the socialist community and especially with the Soviet Union. The intensity of cooperation in other countries appears also to be a function of geography, history, cultural, and linguistic affinities. Obstacles to student exchange and possible solutions are considered in relation to: economic difficulties, legal and administrative obstacles, and cultural and linguistic obstacles. The arrangements in the various countries that affect teacher exchange, including measures for replacement and arrangements for salary and pensions, are addressed. Cooperative research programs among universities are considred in relation to agreements at the governmental level or university level and facilities made jointly available. A questionnaire is appended. (SW)

ED214411 HE014647

Herman, Joseph

Access to Higher Education in Europe.

United Nations Educational, Scientific, and Cultural Organization, Bucharest (Romania). European Centre for Higher Education.
Report No-ISBN-92-3-101942-2
Pub Date 81
Note-86p.
Available from-European Centre for Higher Education, UNESCO-CEPES, 39, Stirbei Voda St., R-70732, Bucharest, Romania.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Access to Education; Admission Criteria; Career Counseling; *College Admission; College Entrance Examinations; Competitive Selection; Enrollment Trends; *Foreign Countries; Foreign Students; Grades (Scholastic); *Higher Education; Nontraditional Students; Occupational Information; *Selective Admission; Student Characteristics
Identifiers-*Europe (East); *Europe (West)

Admission policies and procedures in higher education institutions in East and West Europe were studied based on responses to a 1977 questionnaire sent to European countries and through additional study. The following topics are addressed: definitions of terms related to problems of access to postsecondary education; quantitative trends; admission policies; admission procedures; the new student clientele; and problems of access, including career information and guidance available to students, and foreign students in European higher education institutions. In almost all the countries of the Europe region, admission policies are endeavoring to maintain the results of the growth in the 1960s, but to maintain this growth at a slightly slower pace. Admission policies, while remaining policies of growth, are generally selective and restrictive because of the increased numbers of qualified secondary school students. Admission of new clientele, or those who have not necessarily completed the traditional secondary education and/or who wish to continue education while working, creates a balance in relation to the selective admissions policies. Selective admission occurs because of a lack of resources or a shortage of employment opportunities, or a combination of the two factors. Attention is directed to entrance examinations and competitions; selection based on secondary school performance; selection based on geographical or social background, which allows sociological and political objectives to be considered; and selection by lottery. A questionnaire is appended. (SW)

ED214412 HE014669

Coulson, John E.; And Others

Evaluation of the Special Services for Disadvantaged Students (SSDS) Program: 1979-80 Academic Year.

System Development Corp., Santa Monica, Calif.
Spons Agency-Department of Education, Washington, D.C.
Report No-SDC-TM-6198-003-00
Pub Date Aug 81
Contract No-300-78-0356
Note-262p.
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-*Academic Persistence; *College Freshmen; *Developmental Studies Programs; Economically Disadvantaged; *Educationally Disadvantaged; *Federal Programs; Higher Education; *High Risk Students; Minority Groups; Multiple Regression Analysis; Program Administration; Remedial Programs; School Holding Power; Student Characteristics; Student College Relationship; Student Financial Aid; Student Needs
Identifiers-*Special Services for Disadvantaged Students Prog

The federally funded Special Services for Disadvantaged Students (SSDS) program is examined for the 1979-80 academic year in 58 institutions; the program's short-term impact on participating freshmen is summarized. Up to 200 students at each site were studied to determine whether program participation levels correlated with outcomes and whether student background was related to the levels of services received. After an overview and a review of the study methodology, Chapter 3 discusses the SSDS program in terms of federal regulations, reauthorization, budgeting, funding, and monitoring. In Chapter 4 the program's context, history, resources, and administrative procedures are examined. Chapter 5 covers the interactions between programs and institutions, followed in Chapter 6 by an overview of services. The characteristics of eligible students and their relationships to services rendered are addressed in Chapter 7. Among the conclusions are: (1) SSDS services are focused, as intended, on economically and educationally deprived students; (2) SSDS students are more likely to last through freshman year than students not receiving SSDS services; (3) most project directors are experienced and usually members of a minority group; (4) the average project has 414 participating students; (5) students having larger amounts of monetary aid tend to have higher levels of persistence; (6) students whose parents had higher incomes tend to take and complete more courses and to receive higher grades; and (7) students receiving more services are likely to complete more courses. Extensive tables, figures, and appendices are provided, giving data on percentages of students and faculty by race, staff turnover rate, administrators' perception of SSDS academic credibility, etc. (LC)

ED214413 HE014720

Revenue and Expenses of Ontario Universities, 1980-81. Volume I--Universities.

Council of Ontario Universities, Toronto. Research Div.

Report No-ISBN-0-88799-144-0
Pub Date Nov 81
Note-166p.; For related documents, see HE 014 721-723. Some tables may not reproduce well due to small print.
Available from-Council of Ontario Universities, 130 St. George St., Suite 8039, Toronto, Ontario M5S 2T4, Canada.
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Budgeting; Colleges; Educational Finance; Enrollment Trends; *Expenditures; *Financial Support; Fiscal Capacity; Foreign Countries; Government School Relationship; *Higher Education; *Income; *Operating Expenses; Resource Allocation; Universities
Identifiers-*Ontario

Data on the total 1980-81 revenue and expenses of the 21 universities and related institutions that receive provincial grants directly from the Ontario, Canada, government are presented. Information is presented on: total actual revenue and expense by type of general fund and excess of revenue over expenses before and after appropriations; actual revenue by source and type of fund; expenses (all funds) by object and type of fund; actual operating expenses by object and functional area; percentage of revenues by source and by type of fund, 1978-79 to 1980-81; percentage analysis of expenses by object of expense, by functional area, and by type of fund, 1978-79 to 1980-81; enrollment and basic income units in 1980-81. This information is presented for all universities and colleges on a consolidated basis and for individual universities; 1976-77 to 1980-81 trends are also included. Financial information is also provided for each of the following institutions: Brock University, Carleton University, University of Guelph, Lakehead University, Laurentian University, Algoma University College, Nipissing University College, Le College Universitaire de Hearst, McMaster University, Ontario College of Art, Ontario Institute for Studies in Education, University of Ottawa, Queen's University, Ryerson Polytechnical Institute, University of Toronto, Trent University, University of Waterloo, University of Western Ontario, Wilfrid Laurier University, University of Windsor, and York University. Principles of reporting and explanations regarding funds, operating expenses, object of expense, and revenue sources are included. (SW)

ED214414 HE014721

Revenue and Expenses of Ontario Universities, 1980-81. Volume II--Affiliated and Federated Colleges and Universities.

Council of Ontario Universities, Toronto. Research Div.
Report No-ISBN-0-88799-145-9
Pub Date Nov 81
Note-129p.; For related documents, see HE 014 720-723.
Available from-Council of Ontario Universities, 130 St. George St., Suite 8039, Toronto, Ontario M5S 2T4, Canada.
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Budgeting; Colleges; *Educational Finance; *Expenditures; *Financial Support; Fiscal Capacity; Foreign Countries; *Higher Education; *Income; *Operating Expenses; Resource Allocation; Universities
Identifiers-*Ontario

Data on the total 1980-81 revenue and expenses of 22 Canadian colleges and universities affiliated or federated with the provincially assisted universities of Ontario are presented. Information is provided on: total actual revenue and expenses by type of general fund and excess of revenue over expenses before and after appropriations, actual revenue by source and type of fund, percentage of operating revenue by source, percentage analysis of total revenue by type of fund by institution, expenses (all funds) by object and type of fund, percentage analysis of total expenses by type of fund and institution, actual operating expenses by object and functional area, percentage of operating expenses by object of expense by institution, percentage of operating expenses by functional area by institution, percentage analysis of revenues by source and by type of fund 1978-79 to 1980-81, and percentage analysis of expenses by object of expense, by functional area, and by type of fund, 1978-79 to 1980-81. Financial information is also given for each of the following institutions: Huntington University, University of Sudbury, Thorneloe University, McMaster Divinity College, St. Augustine's Seminary, Universite St. Paul, Queen's Theological College, Knox College, Regis College, University of St. Michael's College, University of Trinity College, Victoria University, Wycliffe College, Conrad Grebel College, Renison College, University of St. Jerome's College, St. Paul's College, Brescia College, Huron College, King's College and St. Peter's Seminary, Waterloo Lutheran Seminary, and Dominicain College. (SW)

ED214415 HE014722

Revenue and Expenses of Ontario Universities, 1980-81. Volume III--Operating Fund Net Change in Appropriated Reserves and Unappropriated Funds.

Council of Ontario Universities, Toronto. Research Div.
Report No-ISBN-0-88799-146-7
Pub Date Nov 81
Note-59p.; For related documents, see HE 014 720-723.
Available from-Council of Ontario Universities, 130 St. George St., Suite 8039, Toronto, Ontario M5S 2T4, Canada.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Budgeting; Campus Planning; *Capital Outlay (for Fixed Assets); *College Buildings; *Educational Facilities Improvement; Educational Finance; Fiscal Capacity; Foreign Countries; Higher Education; Income; Inflation (Economics); *Operating Expenses; *Resource Allocation; School Maintenance
Identifiers-*Ontario; *Reserves (Financial)

The 1980-81 data for 43 provincially assisted universities and affiliated institutions in Ontario regarding appropriated reserves and unappropriated funds arising from university operating accounts are presented. Opening and closing fund balances are shown for the beginning and end of the 1980-81 fiscal year, and operating fund activity during the year is also displayed. Statistical tables group appropriations into five categories: provisions for repairs, renovations, and replacement of physical assets in future years; purchase order commitments for materials and services ordered but not received in the current year; appropriations that are carried forward for spending for specific budgetary purposes in the subsequent year; funds that have been established for purposes of self-insurance to protect against uninsured losses; and various types of appropriations that are unique to one or a few institutions. It is suggested that the ability to set aside funds to meet future needs has been an important element in the financial planning of Ontario universities. During the 1980-81 fiscal year, the amounts included in operating funds' appropriated reserves increased by about three percent from $48.2 million to $49.6 million. Since this increase was far less than the annual rate of inflation, the actual purchasing power of the dollars involved declined significantly from the previous year. The amount of funds that were unappropriated actually declined over the course of 1980-81. This further reflects the financial constraints under which universities operate. (SW)

ED214416 HE014723

Revenue and Expenses of Ontario Universities, 1980-81. Volume IV--Physical Plant Operating Expenses.

Council of Ontario Universities, Toronto. Research Div.

Report No-ISBN-0-88799-147-5
Pub Date Nov 81
Note-49p.; For related documents, see HE 014 720-722. May not reproduce well due to small print.
Available from-Council of Ontario Universities, 130 St. George St., Suite 8039, Toronto, Ontario M5S 2T4, Canada.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Capital Outlay (for Fixed Assets); *College Buildings; *Expenditures; Foreign Countries; Higher Education; *Operating Expenses; Records (Forms); *School Maintenance; School Security; Unit Costs; Utilities
Identifiers-*Ontario

Data on physical plant operating expenses for fiscal year 1980-81 are presented for 43 provincially assisted universities and affiliated institutions in Ontario. Information is given on: physical plant operating expenses by function and object of expense; percentage of total physical plant operating expenses by function and object of expense; percentage of physical plant operating expenses by object of expense by function; physical plant operating expenses by function and institution; percentage of physical plant operating expenses by function by institution; physical plant operating expenses by institution and object of expense; percentage of physical plant operating expenses by object of expense by institution; breakdown of utilities and other physical plant operating expenses by institution; gross square feet and utilities rates by institution; and unit costs of physical plant operating expenses by institution. Principles of reporting and explanations regarding expenses to be included under each major function, and definitions of objects of expense, along with reporting forms, are included. (SW)

ED214417 HE014728

Fortunato, Ray T.; Waddell, D. Geneva

Personnel Administration in Higher Education. Handbook of Faculty and Staff Personnel Practices.

Pub Date 81
Note-402p.
Available from-Jossey-Bass, Inc., 433 California Street, San Francisco, CA 94104 ($19.95).
Document Not Available from EDRS.
Descriptors-*Administrative Organization; Administrative Policy; Collective Bargaining; *College Administration; College Faculty; Equal Opportunities (Jobs); Fringe Benefits; Higher Education; Organizational Communication; *Personnel Management; Personnel Policy; Personnel Selection; Policy Formation; Records (Forms); Recruitment; Retirement; Retrenchment; Salaries; *Staff Utilization; Tenure

Ways to develop and implement personnel policies and procedures are described that should prevent problems from becoming crises in higher education institutions. Based on the authors' more than 40 years of combined experience in higher education personnel administration, this handbook offers a detailed guide to the intricacies of faculty and staff personnel management in all sizes and types of institutions, from community colleges to research universities. The book is divided into three major sections: positions, people, and processes. Specific areas covered include the following: urgency of improved personnel administration; defining duties and controlling numbers of positions; categorizing and analyzing positions; evaluating positions; determining salary ranges; assuring equal employment opportunities; recruiting and appointing personnel; administering mandated and options benefits; planning and implementing tenure policies; promoting human resources development; setting standards and evaluating performance; formulating retirement, resignation, retrenchment, and disability policies; improving faculty and staff relations, communications, and grievance procedures; developing and implementing personnel policies; organizing personnel records; preparing for collective bargaining; and staffing for personnel and administration. A bibliography is included. (LB)

ED214418 HE014774

Woodley, Alan

The Open University of the United Kingdom. Implementation of Higher Education Reforms.

European Cultural Foundation, Paris (France). Inst. of Education.
Report No-ISBN-90-6282-017-4
Pub Date Jun 81
Note-101p.; Some pages marginally legible.
Available from-Institute of Education, European Cultural Foundation, c/o Universite Dauphine, 1, Place du Marechal de Lattre de Tassigny 75116 Paris, France.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Academic Standards; *Access to Education; *College Curriculum; *Educational History; Educational Objectives; Foreign Countries; Higher Education; *Nontraditional Education; Nontraditional Students; Open Universities; School Organization; School Size; Student Characteristics; *Teaching Methods
Identifiers-*Distance Education; *Open University (Great Britain)

The decision to create Great Britain's Open University and stages in the preparation of higher education reforms are considered. The current position of the Open University in relation to its original goals is also addressed, and the policy implementation process is examined to determine why the Open University achieved some of its original goals but not others. Attention is directed to the initial proposal for a University of the Air, and of nationally organized correspondence college courses, the advisory committee stage, the planning committee stage, the reaction of others to the proposed reform, factors underlying the survival of the proposed reform, and goal changes during the policy formulation stage. Five types of goals are distinguished: the intended students, the curriculum, teaching methods, the organizational framework, academic standards, the size and cost of the new institution. It is suggested that the present Open University is very similar to that proposed by the planning committee in terms of teaching methods, curriculum, and organizational framework. However, the university has met with only limited success in terms of creating genuine equality of opportunity. It has largely failed to achieve the informal goal of attracting large numbers of working class students. The first students were offered places in September 1970, and 24,200 began their studies in January 1979. In the first year foundation courses were offered in arts, social science, math and science, and technology was added in 1972. Higher level courses were later offered, together with courses in educational studies. Statistical data, an organizational chart, and a bibliography are appended. (SW)

ED214419 HE014775

Cerych, Ladislav; And Others

Student Flows and Expenditure in Higher Education, 1965-1979.

European Cultural Foundation, Paris (France). Inst. of Education.
Pub Date Sep 81
Note-136p.
Available from-Institute of Education, European Cultural Foundation; c/o Universite Dauphine, 1, Place du Marechal de Lattre de Tassigny, 75116 Paris, France.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-College School Cooperation; College Students; Educational Finance; *Enrollment Trends; *Expenditure Per Student; Females; *Financial Policy; *Foreign Countries; Full Time Students; *Higher Education; Majors (Students); Part Time Students; Social Background; Student Characteristics
Identifiers-*Europe (East); *Europe (West); Japan; United States

Enrollment trends in higher education in 10 Western European countries,the United States, and Japan in the 1970s, (and comparative data for East Europe), are examined, along with past and future trends in higher education expenditures in Europe. Enrollments are considered in "Recent Student Flows--Looking at the Seventies" by Ladislav Cerych and Sarah Colton, while expenditures are examined in "Expenditure on Higher Education in Europe, Past Trends and Future Prospects" by Jean-Pierre Jallade. The enrollment data indicate slower or zero growth of traditional students (i.e., young secondary school graduates enrolling in full-time higher education and taking degree courses). This trend has occurred in the West but not in Japan. Information is presented on sectors most affected by the slower growth, trends in female participation, fields of study, level of study, age of students, full- and part-time attendance, social origin of students, college and high school interface, and some trends in seven socialist countries of Eastern Europe. Trends in expenditures are examined for 19 Eurooean countries, including six Eastern countries. All Western European countries but one, Switzerland, are characterized by an annual rate of increase in higher education expenditures of 10 percent or more, while most of the Eastern countries have rates of increase of less than 10 percent. Information is presented on expenditures per student in higher education and the following factors affecting expenditure per student: staffing policies, duration of study, and research. Increases appear to reflect either inflation or a growing student population rather than qualitative improvement. (SW)

ED214420 HE014792

Bacharach, Samuel B.; Lawler, Edward J.
Bargaining: Power, Tactics and Outcomes.
Spons Agency-National Science Foundation, Washington, D.C.
Report No-ISBN-0-87589-498-4
Pub Date 81
Grant-SOC-78-26768
Note-215p.
Available from-Jossey-Bass Inc., 433 California Street, San Francisco, CA 94104 ($15.95).
Document Not Available from EDRS.
Descriptors-*Collective Bargaining; Competition; *Conflict Resolution; Cooperation; Higher Education; *Negotiation Agreements; Organizational Theories; Persuasive Discourse; *Power Structure; *Social Exchange Theory; Strikes

A general theory of bargaining that is applicable to all types of bargaining situations and that provides a framework for analyzing the stages of the bargaining process is presented. Bargaining theory is critiqued with special attention directed to theories of Zeuthen, Hicks, Pen, and Chamberlain. The proposed framework in bargaining power is based on the notion of dependence and emphasizes the tactical, subjective nature of bargaining power. It is suggested that bargaining is understood by knowing how bargainers perceive, use, and manipulate power. The framework in bargaining is applied to concessions, and social-psychological data are used to indicate how different images of bargaining power result in different levels of concession. Additionally, the following two viewpoints are contrasted: a theory of deterrence that suggests that building up punitive capabilities reduces the tendency of parties to use punitive tactics and facilitates concession making; and a theory of conflict spiral that indicates that building up of punitive capabilities increases the likelihood of parties using punitive tactics in a way that inhibits serious bargaining. Research data are cited to

demonstrate how bargainers can maximize the positive consequences of punitive capabilities, specified by deterrence theory, while minimizing the negative consequences delineated by the conflict spiral theory. Attention is also directed to tactics of argumentation at the bargaining table, including three types of normative arguments; and the role of bargaining power in conflict resolution. A bibliography is appended. (SW)

ED214421 HE014794

Canadian Medical Education Statistics, 1980/81 = Statistiques Relatives a l'enseignement Medical au Canada.

Association of Canadian Medical Colleges, Ottawa (Ontario).

Pub Date Aug 81

Note-244p.; Some tables may not reproduce well due to small print.

Available from-Association of Canadian Medical Colleges, Suite 1120, 151 Slater St., Ottawa, K1P 5H4 Canada.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Clinical Experience; *College Applicants; College Graduates; Doctoral Degrees; Enrollment; Females; Foreign Students; *Graduate Medical Education; Higher Education; Institutional Characteristics; Males; Masters Degrees; Medical Research; Medical School Faculty; *Medical Schools; *Medical Students; Place of Residence; Postdoctoral Education; Student Attrition; *Student Characteristics; Tuition

Identifiers-*Canada

Data for 1980-1981 pertaining to medical education in Canada are presented. Information about Canadian medical schools, population of Canada by province and distribution of medical school openings, tuition, payment scales for post-M.D. clinical trainees, clinical clerkship stipends, and numbers of Canadian medical schools offering instruction in selected areas. Additional information includes: enrollment in Canadian faculties of medicine by sex, 1957-1958 to 1980-1981; first year enrollment by sex; female enrollment and graduation in Canadian medical schools; undergraduate medical enrollment by year of study; grade point averages of first year students; number of years of college attendance; highest level of education completed at time of application; sex distribution of students enrolled in Canadian medical schools, non-Canadians enrolled in Canadian medical schools; attrition, 1973-1974 to 1979-1980; medical student attrition by year of study and by sex; characteristics of M.D. degree recipients; duration and phasing of clinical clerkships; masters and doctoral level enrollment/graduation in biomedical sciences; continuing education course registrants and course contact in biomedical sciences; continuing education course registrants and course contact hours; post-M.D. clinical training (internship and residency); full-time faculty by rank and department; biomedical research expenditures; citizenship and sex of applicants, 1973-1974 to 1980-1981; comparative acceptance rates by characteristics of applicants; characteristics of the 1980-1981 applicant pool, including province of residence, language of instruction of schools applied to, and performance on admission test. (SW)

ED214422 HE014804

Enhancement of Maryland's Predominantly Black Collegiate Institutions. Consultant's Report to the Desegregation Task Force of the State Board for Higher Education.

Maryland State Board for Higher Education, Annapolis.
Pub Date Nov 81
Note-333p.
Available from-State Board for Higher Education, 16 Francis Street, Annapolis, MD 21401.
EDRS Price - MF01/PC14 Plus Postage.
Descriptors-*Black Colleges; Business Education; College Libraries; Comparative Analysis; Consultants; Educational Facilities; *Educational Quality; *Equal Education; Higher Education; Humanities; Industrial Arts; *Institutional Evaluation; Library Facilities; Mathematics Education; Nursing Education; Program Evaluation; Science Education; Social Sciences; *State Colleges; Student College Relationship; Teacher Education
Identifiers-Bowie State College MD; Coppin State College MD; Towson State University MD; University of Maryland Baltimore County; University of Maryland Eastern Shore

The Enhancement Study of Maryland's predominantly black collegiate institutions was conducted to determine what financial resources need to be allocated to the historically black institutions to permit them to offer academic programs of equal quality to historically white institutions. For the purpose of the study, the University of Maryland, Baltimore County (UMBC) and Towson State University were considered as criterion institutions against which the historically black institutions were compared. Morgan State University and the University of Maryland, Eastern Shore, were compared with UMBC; Coppin State College and Bowie State College were compared with Towson State. After a review in chapter 1 of the origin and conduct of the enhancement study, the next three chapters present the findings and recommendations of the generalist consultants in the areas of Library, Facilities, and Student Services. Chapters 5 through 11 present the findings and recommendations of the subject area consultant in Business, Education, Humanities, Industrial Arts, Nursing, Science and Social Science. A summary of the recommendations by institutions are provided in chapter 12. Among the conclusions cited are the following: funding cut-backs have had a pronounced effect on the black institutions surveyed; the most critical need of each historically black institution is the upgrading of the science facilities and equipment; lack of proper maintenance of

equipment is also consistently cited as a problem area; and there is a need for more faculty in various disciplines. Appendices include: evaluation of building and equipment condition; guidelines for consultants; and consultant curriculum vitae. (Author/LC)

ED214423 HE014808

Nobel, Milton, Ed.
Primary Prevention in Mental Health and Social Work: A Sourcebook of Curriculum and Teaching Materials.
Council on Social Work Education, New York, N.Y.
Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md.
Pub Date Jul 81
Grant-NIMH-IT31-MH-15447
Note-120p.
Available from-Council on Social Work Education, 111 Eighth Ave., New York, NY 10011 ($8.00).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Curriculum Development; Delivery Systems; Graduate Study; Higher Education; *Instructional Materials; Interdisciplinary Approach; Internship Programs; *Mental Health; Models; *Prevention; *Primary Health Care; Professional Education; Program Evaluation; Public Policy; Self Help Programs; Social Action; Social Services; *Social Work

A sourcebook of curriculum and teaching materials pertaining to primary prevention in mental health and social work is presented. Contents include: two articles addressing the theoretical dimensions of primary prevention and the relationship to social work education and practice; five articles describing preventive content that can be integrated into different parts of the social work educational curriculum (practice methods, social policy, research, and field instruction); and an annotated bibliography of the major interdisciplinary literature in primary prevention with particular emphasis on concepts and methods that have utility for curriculum development in primary prevention for social work. The articles and authors are as follows: "A Working Definition of Primary Prevention Related to Social Concerns," (Martin Bloom); "Conceptual Parameters of Primary Prevention," (Robert A. Porter); "Natural Helping Networks and Self-Help Groups," (Lambert Maguire); "Developmental Provision: A Prevention-Oriented Concept in Teaching Social Policy," (Risha W. Levinson); "Evaluating Programs of Primary Prevention: How Can We Know If They Make a Difference?" (Helen Reinherz); "Training in Prevention: An Educational Model for Social Work Students," (Diana Tendler and Karen Metzger); and "Integrating Services for Health Promotion," (Salvatore Ambrosino). The immediate aim of the project was to help graduate social work education programs in developing the ability to create effective policy and practice strategies to promote the delivery of preventive

mental health services. (SW)

ED214424 HE014817

Trends in Enrollment and Degrees Granted, 1948-1980: State University of New York.

State Univ. of New York, Albany. Central Staff Office of Institutional Research.

Report No-SUNY-7-81
Pub Date Dec 81
Note-148p.
Available from-State University of New York, Central Staff Office of Institutional Research and Institutional Studies, Albany, NY.
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Associate Degrees; Bachelors Degrees; College Credits; *Community Colleges; *Degrees (Academic); Doctoral Degrees; Educational History; *Enrollment Trends; Full Time Students; Graduate Students; Higher Education; Masters Degrees; *Multicampus Colleges; Part Time Students; Professional Education; *State Universities; Technical Institutes; Undergraduate Students
Identifiers-*State University of New York

Trends in enrollment and degrees granted by the State University of New York (SUNY) institutions from 1948 to 1980 are presented. Credit course enrollment is considered in relation to headcount enrollment for the individual institutions and institutional types of the State University as well as systemwide. These data are for the fall term of each year and are arranged by student load (full-time or part-time) and student level (undergraduate/graduate). The information on degrees granted covers all degrees awarded over a 12-month period. Data are presented for each degree type (associate's, bachelor's, master's, doctoral, and first-professional). Credit course enrollment and degree data are presented for the following categories: state university totals, state university totals excluding community colleges sponsored by the New York City Board of Higher Education, state-operated funded institutions, university centers, university colleges, health sciences centers, specialized colleges, statutory colleges, community colleges under the sponsorship of the New York City Board of Higher Education, and all other community colleges. Appended materials include a chronology of dates of establishment of institutions of the SUNY system. (SW)

ED214425 HE014828

Undergraduate Education in Cancer in the European Region. Report on a UICC/WHO Meeting (Geneva, Switzerland, April 6-8, 1981).

World Health Organization, Copenhagen (Denmark). Regional Office for Europe.
Report No-EURO-RS-49; ICP-CAN-013; ISBN-92-890-1215-3
Pub Date Apr 81
Note-38p.
Available from-World Health Organization, Distribution and Sales Service, 1211 Geneva 27, Switzerland.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Cancer; College Programs; Educational Objectives; *Foreign Countries; Higher Education; *Medical Schools; Medical Students; *Oncology; *Primary Health Care; *Undergraduate Study
Identifiers-*Europe

The progress of undergraduate education in cancer in European countries was assessed, and recommendations were offered for further development according to the EURO program. Based on a survey of undergraduate education in medical schools of the European region, the following areas were evaluated: goals and objectives of teaching, tasks a general practitioner will be faced with in the field of oncology, the need for coordination of teaching, the importance of an interdisciplinary approach to teaching, distribution of teaching tasks among members of the faculty, methods of oncological teaching applicable to medical students, criteria of success, the organization of oncological training, and evaluation of examinations and teaching. Ways to improve undergraduate training in oncology are considered in relation to: program organization, elective courses, student attitudes and career aspirations, the use of cancer institutes and the role of voluntary and professional leagues and societies, and the role of the World Health Organization. Recommendations include the following: (1) the program should provide graduates with sufficient practical knowledge of tumor biology and pathology, epidemiology, prevention, early diagnosis, methods of treatment, and followup and rehabilitation to prepare them for future medical practice, especially at the primary health care level; (2) medical schools should review their educational objectives on the basis of task analysis of primary health care physicians; (3) cancer institutes and universities should cooperate in the cancer education of undergraduates; and (4) a specifically designated part of the curriculum should be devoted to oncology, but may be of variable length. (SW)

ED214426 HE014829

Abrahamsson, Kenneth, Ed.
Cooperative Education, Experiential Learning, and Personal Knowledge.
National Swedish Board of Universities and Colleges, Stockholm.
Pub Date Sep 81
Note-121p.; A selection of papers presented at the International Conference on Higher Education (5th, University of Lancaster, England, September 1-4, 1981).
Available from-National Board of Universities and Colleges, P.O. Box 45501, S-104 39 Stockholm, Sweden.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Admission Criteria; College Credits; *Cooperative Education; Educational Philosophy; Educational Policy; Education Work Relationship; *Experiential Learning; Foreign Countries; Higher Education; Knowledge Level; Nontraditional Students; Outcomes of Education; *Prior Learning; School Business Relationship; Science Education; *Student Evaluation; Student Placement; Teacher Education; *Work Experience
Identifiers-Austria; University of Klagenfurt (Austria)
Cooperative education, experiential learning, and personal knowledge are addressed in nine conference papers. Kenneth Abrahamsson considers the nature of experiential learning, the recognition of prior learning, educational design and the assessment of quality, and policy and practice for integrating learning and experience. Harry Hienemann considers the history of cooperative education, the evaluation of outcomes integrating classroom and work experience, and mandatory cooperative education at Laguardia Community College, New York. What is known about the educational effects and economic consequences of programs that recognize prior learning is reviewed by Alan P. Wagner. Solomon Arbeiter examines a model that can be used to evaluate students in programs recognizing prior learning, as well as the award of credit or advanced standing. Douglas M. Windham evaluates the economic effects of recognizing prior learning and considers the implications for institutional policy. The nature and value of relevant work experience in the education of primary school teachers is considered by Hannu Perha, followed by Staffan Larsson's review of five qualitatively different conceptions of experience as viewed by teachers. Maureen L. Pope suggests that a cultural transmission approach to teaching and knowledge dominates science education and that this has neglected the role of personal experience in the construction of knowledge. Erich Leitner examines the implications of cooperation between the University of Klagenfurt, Austria, and the Austrian Workers Union. Implications for the university pertain to the philosophy of higher education and innovations. (SW)

ED214427 HE014831

Tracz, George S.

Organizational Aspects of University Management in the 1980s. Report of a CAUBO Special Project on the Examination of Alternative University Organizational Structures.

Pub Date Feb 82

Note-70p.; Revised version of a paper presented at the Annual Meeting of the Canadian Association of University Business Officers (38th, Ottawa, Ontario, June 7-10, 1981).

Available from-George Tracz, Ontario Institute for Studies in Education, 252 Bloor St. West, Toronto, Ontario, Canada M5S 1V6.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Administrative Change; *Administrative Organization; *Administrator Role; Administrators; *College Administration; College Presidents; Comparative Analysis; *Foreign Countries; Higher Education; Income; *Leadership Responsibility; Organizational Theories; *School Organization; School Size; Technology Transfer; Telecommunications; Trend Analysis

Identifiers-*Canada; Provosts; United States; Vice Presidents

Present administrative structures at various Canadian universities are described, and administrative functions for universities in the 1980s are suggested. Attention is directed to the following topics: presidential leadership, university management, and institutional survival; conflicts inherent in organizational theory and organizational structure; Canadian university vice-presidential structures; vice-presidential structural shifts, 1976-81; the dynamics of change at the vice-presidential level; the provost in the Canadian context; administrative organization of universities; and the revolution in communications technology. All Canadian universities are ranked in terms of operating-income data for 1979-80. The number of positions for vice-president for each of the 27 largest Canadian universities are also indicated for 1976-1981. It is concluded that the vice-presidential team should be designed to handle the variety of proliferating conditions during the 1980s. The dynamics of structural change were interpreted through a framework of an evolution-revolution cycle. It is suggested that senior administrators should attempt to turn novelty into confirmation and to maintain a balance between leadership and management. Appended materials include a bibliography, data on chief officers' salaries for 1980-81 in U.S. universities, and data on administrative directors' salaries for 1980-81 in U.S. universities, and ranking of 20 issues currently confronting U.S. colleges and universities as identified by their presidents. (SW)

ED214428 HE014832

Tracz, George S.

Who's on Second: Report of a CAUBO Special Project on the Examination of Alternative University Organizational Structures.

Pub Date Jun 81

Note-47p.; Paper presented at the Annual Meeting of the Canadian Association of University Business Officers (38th, Ottawa, Ontario, June 7-10, 1981).

Available from-George Tracz, Ontario Institute for Studies in Education, 252 Bloor St. West, Toronto, Ontario, Canada, M5S 1V6.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Administrative Organization; *Administrator Role; Administrators; *College Administration; Comparative Analysis; *Foreign Countries; Higher Education; *Leadership Responsibility; Power Structure; *School Organization; School Size

Identifiers-*Canada; Vice Presidents

The university as a system of formal authority is considered in the Canadian context. The structure of the 27 largest Canadian universities (ranked by operating income) is analyzed with reference to their organizational charts. It is assumed that the structure symbolizes an official style of authority and responsibility reflected by the number of vice-presidents. The manner in which the charts of the universities actually denote their authority architecture is analyzed in detail. The administrative component is emphasized, although specific modifications on the academic side are identified. Universities with the traditional tandem structure consisting of two vice-presidents are Ryerson Polytechnic Institute, Windsor University, Carleton University, Simon Fraser University, and the University of Guelph. The University of Waterloo, the University of Ottawa, and the University of Manitoba still limit themselves to the tandem structure, but are examples of specific structural adjustments in which the concept of the group director is introduced. For example, at Waterloo, an academic services director reports directly to the academic vice-president. Universities with three vice-presidents are New Brunswick, Queen's, McMaster, Concordia, and Western Ontario. Universities in which the president is assisted by three vice-presidents, two of whom are responsible for administrative, financial, and personnel affairs are Victoria, Sherbrooke, Saskatchewan, and the University of British Columbia. Universities with four vice-presidents are Memorial, York, Calgary, Laval, Alberta, and UQAM. In addition, the Universite de Montreal has six vice-presidents, McGill University and the University of Toronto have five. (SW)

ED214429 HE014837

LaCoe, Dean

Career Demands and Student Ability at an Undergraduate Professional School: An Examination and Recommendations Based on the Perry Scheme of Development. Revised.

Pub Date Dec 81
Note-48p.; Revision of a paper presented at the Annual Meeting of the National Academic Advising Association (Indianapolis, IN, October 1981).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Career Choice; *Career Counseling; Decision Making; *Developmental Stages; Higher Education; Journalism Education; Locus of Control; Majors (Students); Mass Media; *Occupational Information; *Self Evaluation (Individuals); *Student Development; Student Needs; *Undergraduate Students
Identifiers-Boston University MA; Perry (William); *Perry Developmental Scheme

The way that undergraduate students at the Boston University School of Public Communication receive and utilize career-related information and assistance was evaluated. Based on the view that the level of self-discovery students have achieved determines how they approach career issues, attention was directed to how the institution can serve students who are of different states of development. The cognitive-developmental approach to career education is based on William G. Perry's (1970) developmental scheme, which is outlined. It is suggested that changes taking place in the mind contribute to the individual's increasingly complex manner of interpreting the world and functioning in it. Demands in the student career experience include: undertaking the first communication or journalism courses, selecting a major, undertaking specialized and applied courses, internships, selecting a field of employment, and obtaining a job. Available career services include: providing occupational information; assisting with self-assessment; teaching job search techniques; and providing access to the alumni network. The adopted model of development recognizes that challenges act to bring about growth, but at some stages students are not developmentally ready and need outside support. It's recommended that staff be acquainted with developmental stages and that instruction and counseling be targeted to addressing topics that students are struggling with (e.g., the economy and job market pressures). The student's career decision-making ability and feelings of personal power are addressed, along with specific considerations about student stages and decisions they need to make. A bibliography is appended. (SW)

ED214430 HE014840

Kanouse, David E.; And Others

Effects of Postsecondary Experiences on Aspirations, Attitudes, and Self-Conceptions.

Rand Corp., Santa Monica, Calif.
Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.
Report No-RAND-R-2616-HEW
Pub Date Apr 80
Contract No-300-78-0547
Note-154p.
Available from-The Rand Corporation, 1700 Main Street, Santa Monica, CA 90406 ($7.00).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Academic Aspiration; *Attitudes; Career Choice; *College Attendance; College Bound Students; Comparative Analysis; Family Characteristics; High School Graduates; Locus of Control; Longitudinal Studies; Noncollege Bound Students; *Occupational Aspiration; *Outcomes of Education; Postsecondary Education; Role Perception; *Self Concept; Sex Role; Work Attitudes

The effects of postsecondary experiences on the development of young people's aspirations, attitudes, and self-conceptions during their first four years after high school were studied. Attention was directed to self-esteem; orientations toward work, family, and community; sex-role attitudes; educational expectations; career aspirations; satisfaction with career progress; and locus of control. The source of data was the National Longitudinal Study (NLS) of the High School Class of 1972, a large panel study of more than 22,000 high school seniors. To determine the effects of career and educational choices on the outcomes of education, comparisons were undertaken of groups that entered different postsecondray tracks following high school graduation, including some type of postsecondary education, entry into the civilian labor force, military service, full-time homemaking, and unemployment. An individual effects model was used to adjust observed outcomes over a four-year period for initial differences in ability, high school achievement, family background, and other factors. In addition, changes in outcome measures over time were analyzed, based on a different set of assumptions. Theoretical perspectives concerning the self-concept and its relationship to life choices made in young adulthood are briefly considered, and the NLS database and study methodology, including the development of the Career Aspiration Index, are examined. The main finding is that the initial differences between young people who enter various postsecondary tracks are generally much greater than relative changes that emerge thereafter. Postsecondary experience generally had less effect on attitudes and aspirations than the factors that led to their initial choices. A bibliography is appended. (SW)

ED214431 HE014842

Billson, Janet Mancini; Terry, Margaret Brooks
In Search of the Silken Purse: Factors in Attrition among First-Generation Students. Revised.
Pub Date Jan 82
Note-39p.; Revision of a paper presented at the Annual Meeting of the Association of American Colleges (Denver, CO, January 1981).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Aspiration; Academic Persistence; Commuter Colleges; Cultural Background; *Culture Conflict; Educational Benefits; Expectation; *Family Influence; Higher Education; *Immigrants; *Parent Background; Residential Colleges; *Student Adjustment; Student Attitudes; *Student Attrition; Student Employment; Values
Identifiers-*First Generation Students
The influence of family background, including parental education, on college student attrition was evaluated with first- and second-generation American students. A total of 701 enrolled students and those who left before graduation were surveyed at a primarily

residential private liberal arts college and at a primarily commuter state-supported liberal arts college. It was found that first-generation students approach the college experience with about the same degree of normative congruence as second-generation students with regard to their expectations. They value higher education for the intellectual growth and for the career preparation they anticipate receiving. In respect to a second aspect of social integration, structural or affiliational integration, first-generation students were at a disadvantage in comparison to the students whose parents had significant experience with the college or university setting. First-generation students suffer from a lower level of structural integration since they are less likely to live on campus, be involved in campus organizations, meet or pursue their most important friendships on campus, or work on campus. As for academic integration, first-generation students appear to have equally high aspirations regarding level of education they expect to attain, but those who withdraw are not as strongly convinced that college is the only or best route to life success. First-generation students appear to have lower congruity between their values toward education and their parents' values; receive less support of all types from their parents; and have heavier job loads. These factors increase their vulnerability to attrition. A bibliography is appended. (SW)

ED214432 HE014243

Novotny, Janet A.
Role Conflict and Accord: The Artist and Humanist in the University.
Pennsylvania State Univ., University Park. Center for the Study of Higher Education.
Pub Date Oct 81
Note-96p.
Available from-Center for the Study of Higher Education, Pennsylvania State University, University Park, PA.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Acting; *Artists; Art Teachers; Authors; College Faculty; *Faculty College Relationship; Faculty Workload; *Fine Arts; Higher Education; Humanities; Musicians; *Noninstructional Responsibility; Questionnaires; *Role Conflict; Scholarship; *Teacher Role; Theater Arts; Values; Visual Arts

The sources and nature of conflict/accord between the artist role and the three primary roles that the artist confronts in the university--teaching, research, and the faculty role--were investigated. For comparison purposes, faculty members in the humanities fields were interviewed in addition to the full-time faculty members who were also practicing artists in the fields of music, visual arts, theater, and creative writing. For the artist respondents, a distinction was made between artist-makers and artist-performers. Humanists converged well on teaching/research/faculty roles. Their conflicts lay primarily in

lacking necessary resources to carry them out (i.e., social exchange). Artist-performers converged well overall, except for the perception of committee work outside of their college as an obligation instead of a legitimate pressure. Artist-makers, on the other hand, diverged on the three roles. A major source of divergence may be that many did not want to be full-time faculty members. The findings may be restated as follows: artist-performers and humanists experienced many areas of accord and few areas of conflict with the teaching and faculty roles, while artist-makers experienced many conflicts and few accords. Areas of accord include: satisfaction with teaching, the value of social exchange with faculty peers, and enough time to work; areas of conflict include: conflict between the artist and scholar based on different values and failure to reward artists for their art. Differences between the findings and those cited in the literature are noted, and a bibliography and interview questions are appended. (SW)

ED214433 HE014846

Casey, Tommye W.; Stolte, Joanne B.

The Participation of Minorities and Women in Education R&D Leadership and Management: An Annotated Bibliography.

Research for Better Schools, Inc., Philadelphia, Pa.
Pub Date Aug 81
Note-50p.
Available from-Research for Better Schools, Inc., Publications Office, 444 N. Third St., Philadelphia, PA 19123 ($8.00 each, $50.00 per 10).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Administrator Education; Administrators; Annotated Bibliographies; *Educational Research; Employment Level; *Employment Opportunities; Federal Aid; Federal Programs; Fellowships; *Females; Graduate Study; Higher Education; Inservice Education; Institutes (Training Programs); Internship Programs; *Leadership Training; *Minority Groups; Promotion (Occupational); *Researchers; Sex Discrimination; Sex Stereotypes
Identifiers-*National Institute of Education

An annotated bibliography on the participation of minorities and women in education research and development (R&D) leadership and management is presented. Topics are as follows: status of minorities and women in education (R&D); issues related to minorities and women in education leadership and management; variables affecting the participation of minorities and women in education leadership and management; training models to increase the participation of minorities and women in education R&D; and projects funded by the National Institute for Education on increases in the participation of minorities and women in education R&D. In addition, for each of these topics, pertinent issues are outlined. The following conclusions are presented: the status of minorities and women in education R&D has changed little, and the field offers few opportunities for increased participation of these two groups; the career opportunities available to minorities and women have been limited by the instructional channels of recruitment and advancement and by the sex-typing of certain occupations; and most training models attempt to increase the research and management/leadership skills of minorities and women, while some attempt to affect the social composition of peer groups in the field, and a few attempt to affect the power structure. NIE-funded projects include internships, fellowships, summer institute workshops, training programs, and national information/model-building projects. The NIE programs are designed to create opportunities for advanced study and practice for minorities and women in education R&D. (SW)

ED214434 HE014849

Alberger, Patricia L., Ed.
How to Work Effectively with Alumni Boards.
Council for the Advancement and Support of Education, Washington, D.C.
Report No-ISBN-0-89964-182-2
Pub Date 81
Note-86p.; Papers from a Conference on Working with Alumni Boards held by the Council for Advancement and Support of Education (February 1982).
Available from-Council for the Advancement and Support of Education, 11 Dupont Circle, Suite 400, Washington, DC 20036 ($14.50 plus $2.00 handling charge).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Advisory Committees; Alumni; *Alumni Associations; *Cooperative Planning; Decision Making; Higher Education; Human Resources; *Leadership; Outreach Programs; Participation; Questionnaires; *Recruitment; *Volunteers
Identifiers-*Alumni Relations

Perspectives on working with alumni boards are presented in papers presented at a 1980 conference sponsored by the Council for the Advancement and Support of Education. Papers and authors are as follows: "Your Alumni: An Untapped Resource," Robert G. Forman; "Involving your Alumni in the Total Alumni Program," Douglas Wilson; "How the Board Can Put Alumni Talent to Work for You," Celia O. Goodale; "The Role of the Alumni Board," Alfred M. Hallenbeck; "How the Alumni Board Relates to Professional Staff;" Jack Kinney; "What the Alumni Executive Expects of Volunteers," Jack Kinney; "What the Volunteer Expects of the Staff," Celia O. Goodale; "Building a Better Board," Robert L. Gale; "Getting the Right Person for the Job," Celia O. Goodale; "Involving Other Alumni in Board Activities," Alfred M. Hallenbeck; "How to Educate and Motivate Your Alumni Board," Douglas Wilson; "Developing a Self-Evaluation Program for Alumni Board Members," Alan R. Shark; and "Recognizing and Rewarding Your Board," Douglas Wilson. The important role that alumni professionals can undertake in such areas as providing advice concerning admission and graduation requirements, curriculum development, and the search for university officials; helping in student recruitment; and contributing to library and art activities is addressed. Other important areas that can involve alumni include: fund-raising, public relations, legislative or governmental relations at all levels, career services, and continuing education. Attention is also directed to organizing the alumni board's structure, enlisting the right people, orienting and involving new board members, developing leadership, and dealing with noncontributors. A sample Alumni Board Evaluation questionnaire is appended. (SW)

ED214435 HE014851

Murphy, Carol

Integrating the Community and the Classroom: Instructors Describe the Results.

Far West Lab. for Educational Research and Development, San Francisco, Calif.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date Nov 81
Note-26p.; For related documents, see ED 206 244 and HE 014 853. This report is an outcome of the project "Experience-Based Education Implementation Research."
Available from-National Society for Internships and Experiential Education, Suite 601, 1735 Eye Street, N.W., Washington, DC 20006 ($15.00).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Career Planning; College Faculty; College Programs; Cooperative Education; *Educational Benefits; Education Work Relationship; Experiential Learning; *Field Experience Programs; Higher Education; *Humanities; School Business Relationship; School Community Relationship; *Social Sciences; *Student Development; Student Experience; *Teacher Attitudes

The views of faculty members from postsecondary institutions in California, Utah, and Nevada regarding the impact of field-based courses in the humanities and social sciences were surveyed. The 68 respondents were interviewed regarding the perceived impact of the course on the instructor, the institution, the community, and students. The faculty members reported that teaching an experience-based course has helped them acquire certain facilitative techniques for counseling or group discussion and also develop some community-related skills, such as recruiting and monitoring field placements. Instructors received few tangible rewards or incentives for teaching the course, but felt they derived more personal satisfaction than from their other courses. All teachers intended to continue teaching their experience-based courses and some planned to expand their effort by increasing the enrollment, expanding the scope of the course, or by adding new field sites. The students reportedly acquired a variety of process-related and task-specific skills that helped them synthesize their prior learning and relate it to practical applications at the workplace. The experience-based course also helped students develop their interpersonal skills, gain self-confidence, and develop a professional manner. The field component gave students the opportunity to make contracts in community agencies and to refine their career focus. Some students received jobs as a result of their field placement, and the course also helped some student decide against entering a chosen profession. (Author/SW)

ED214436 HE014853

Jenks, Lynn; Murphy, Carol

Integrating the Community and the Classroom: Implementing at the Postsecondary Level.

Far West Lab. for Educational Research and Development, San Francisco, Calif.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date [82]
Note-17p.; For related documents, see HE 014 851 and ED 206 244.
Available from-Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, CA 94103.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*College Faculty; Cooperative Education; Education Work Relationship; Experiential Learning; Faculty Workload; *Field Experience Programs; Higher Education; *Humanities; School Business Relationship; School Community Relationship; *Social Sciences; *Teacher Attitudes; *Teaching Skills
Identifiers-California; Nevada; Utah

The views of faculty members from postsecondary institutions in California, Utah, and Nevada regarding the impact of field-based courses in the humanities and social sciences as necessary to perform effectively, indicated problems frequently encountered during such courses, and recommended ideas to help others implement field-based courses. The open-ended responses of 65 instructors regarding skills required to teach the course tended to cluster under: subject matter expertise, developing community contact, interpersonal skills, learning facilitation techniques, and real-world experience. Responses of 51 instructors concerning faculty attitudes were varied but suggest that interpersonal skills, willingness to work with field site personnel, possession of a number of learning facilitation techniques (for both groups and individuals), and a philosophical commitment to the use of community-based experiences are important prerequisites to successful programs. The problems cited by 55 instructors were both personal and institutional. Although a wide range of problems was mentioned, time

involved in performing the various tasks associated with community-based activities was the most frequently mentioned problem. A departmental philosophy that emphasized research over teaching or that viewed classroom learning as more valuable was cited as a problem. Instructors also reported that courses undergo many changes in response to outside factors, including community opportunities and student needs. (SW)

ED214437 HE014855

Rosamond, F. J., Comp.

The Management of Quality in Further Education: A Report on the Proceedings of the AVPC Autumn General Meeting, (Berkshire, England, 20 November 1981).

Association of Vice-Principals of Colleges, Maidenhead (England).
Pub Date 20 Nov 81
Note-19p.
Available from-Association of Vice-Principals of Colleges, Windsor and Maidenhead Colleges, Boyn Hill Avenue, Maidenhead, Berkshire, England SL6 4E2.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Accountability; *College Role; *Educational Assessment; *Educational Quality; Faculty Development; *Faculty Evaluation; *Foreign Countries; Higher Education; Needs Assessment
Identifiers-*England

Four papers from a 1981 conference in England on the management of quality in further education are presented. In "The Management of Quality," Tim Brighouse discusses quantitative versus qualitative measurement of quality in further education advisory input, self-evaluation, leadership, and inservice education. In "Staff Development," Harold Farnsworth considers the need for staff appraisal, the relationship between employer requirements and employee expectations, possible objectives of staff development, methods of staff development, and the evaluation of quality. A sample form for evaluating staff and suggestions for conducting interviews are included. In "Maintaining Quality--A Union View," Janey Rees suggests that further education is more accountable than most sectors of education, partly through its involvement with industry and commerce and the professional bodies. In addition, the public sector has a higher proportion of adults as students, who are more likely to express dissatisfaction. Professional training for further education teachers is also addressed. In "Mechanisms of Quality and the New FE," Alan Gibson examines staff development, keeping the college under review, and new directions for further education. He suggests that staff development or self-evaluation are contingent on knowing what is being done to serve student clientele. The massive changes in the industrial world are generating new students in further education, many of whom have lower IQs than past further education students. It is important that further education teachers be able to use experience as a basis for learning, and teaching will need to become more interactive. (SW)

ED214438 HE014857

Bargar, Harold; Bargar, Gwyneth

College on Credit: A History of United Student Aid Funds; 1960-1980.

Report No-ISBN-0-915145-20-0
Pub Date 81
Note-111p.
Available from-Hackett Publishing Company, P.O. Box 55573, 4047 North Pennsylvania St., Indianapolis, IN 46205 ($8.50).
Document Not Available from EDRS.
Descriptors-Agency Role; Banking; College Students; Educational History; Federal Government; Federal Legislation; Government Role; Higher Education; Interest (Finance); *Loan Repayment; Need Analysis (Student Financial Aid); *Nonprofit Organizations; *Private Financial Support; State Agencies; *Student Loan Programs
Identifiers-*United States Aid Funds Inc

The role and history of the United States Aid Funds, which guarantees student loans made by conventional lenders, and developments at the state and federal levels are addressed. United Student Aid Funds, which helped open private credit markets to student borrowers, operates in all 50 states and U.S. territories. The events and people that helped establish this agency, which processed its first loan in February 1961, are discussed. By 1964 United Student Aid Funds, with deposits from 600 colleges, and contracts to guarantee loans with 4,000 banks, was endorsing student notes at a rate of $10 million per year. In 1965, the organization supported legislation that would allow federal intervention only in those states where state or private organizations had failed to establish loan guarantee agencies. United Student Aid Funds opposed: (1) provision of the 1965 Higher Education Act for loans with subsidized interest and (2) 1967 amendments to the Act to provide 80 percent federal reinsurance (also known as coinsurance) of student loans. The organization has derived most of its operating income from donations and earnings on reserves, and implicit in its philosophy was the notion that only "needy" and "deserving" students should get loans. The issue of needs determination and the effects of the establishment of new state guarantee agencies in some states on the activation of Federally Insured Student Loan Programs in others are considered. Attention is also directed to the Guaranteed Opportunity Achievement Loan program; loans to students studying for the professions, including minority law students; and loan defaults. A paper on determining default rates by C. W. V. Meares, and financial statistics are appended. (SW)

ED214439 HE014868

Harris, N. D. C.; Smith, B.
Undergraduate Project Work.
Bath Univ. (England).
Pub Date [81]
Note-218p.; For related document see HE 014 869.
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-Case Studies; College Seniors; Financial Support; *Foreign Countries; Higher Education; *Research Projects; Student Evaluation; Student Experience; *Student Projects; Student Teacher Relationship; *Undergraduate Students; Writing Skills

Undergraduate project work in a sample of British universities was investigated. After initial informal discussions with project supervisors and students, questionnaires were refined, and attention was focused on: project choice, project initiation, development and progress, staff/student relationship, assessment, and resources. Resources were one of the most important influences on the effectiveness of projects because of constraints on possible topics, availability of equipment for student use, and cost limits on each project. The research approach involved the following steps: contact with schools via the director of studies, contact with supervisors and supervisors questionnaire administration, contact with students and student questionnaire administration, series of meeting/interviews with supervisor/student throughout the course of the project, post-project meetings with staff and student, and second interview or meeting with student, where possible. It was found that not all schools offer a choice of projects to their final year students, and those who do not have a choice are usually involved in a design project where working as a team is part of the exercise. In some cases project topics originated in an industry problem, but usually the topics were related to a supervisors' own research interests. No two schools organized their final year projects in the same way and various kinds of grading schemes exist in different schools. Areas that appeared important to management/supervision of projects include: development of report-writing skills, care over the initial project stages, danger of oversupervision, presentation of possible topics, and availability of necessary resources. Case studies that illustrate project development and progress are appended. (SW)

ED214440 HE014869

Harris, N. D. C.; Smith, B.
Undergraduate Project Work. Part I: The Report [and] Part II: Questionnaire Responses.
Bath Univ. (England).
Pub Date 81
Note-97p.; For related document, see HE 014 868.

EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Case Studies; Educational Resources; Evaluation Criteria; Foreign Countries; Higher Education; Questionnaires; *Research Projects; Student Attitudes; Student Evaluation; *Student Projects; Student Teacher Relationship; Teacher Attitudes; *Undergraduate Study
Identifiers-*University of Bath (England)

Undergraduate project work at the University of Bath, England, was investigated through a survey of students and project supervisors. The investigation as conducted for each of twc academic years with two different respondent groups, and the first year questionnaire and a revised second-year version are appended. To facilitate reference to the phase of project work, findings are presented under the following categories: project choice, project initiation, development and progress, staff/student relationships, assessment, and resources. In the majority of cases, project topics originate entirely from ideas generated by papers in current literature, but in some instances topics have their origin in a problem from industry. It appears that students consider the potential supervisor of their projects as much as the topics offered. In the majority of projects, the students' first tasks was to consult the literature. The use of a timetable by some students seemed to be helpful. In general, supervisors were pleased with the way their students went about their projects and they developed a good working relationship. Projects that involved three or more students used a design exercise approaching the type of work they might encounter in industry. Whatever the method of assessment, students seemed to feel that it was reasonably fair. Additionally, resources provided constraints on some possible topics, and the availability of equipment and cost limits were factors. Concerns for further consideration regarding student projects include: students' report writing skills, danger of oversupervision, presentation of possible topics, and assessment criteria. Appended materials include: a student project case study and questionnaire responses. (SW)

ED214441 HE014881

Federal-Provincial Relations and Support for Universities.
Council of Ontario Universities, Toronto.
Report No-COU-82-1; ISBN-0-88799-150-5
Pub Date Feb 82
Note-88p.
Available from-Council of Ontario Universities, 130 St. George St., Suite 8039, Toronto, Ontario M5S 2T4, Canada.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Advisory Committees; Educational Policy; Employment Opportunities; *Federal Government; *Financial Support; Foreign Countries; *Government Role; *Government School Relationship; *Higher Education; Labor Force Development; Public Policy; Research; *State Government; Student Financial Aid
Identifiers-Association of Universities and Colleges of Canada; *Canada

This policy paper argues that maintaining the universities' role--that of creating and transmitting knowledge over a broad spectrum of disciplines and professions--and supporting the institutional infrastructure, will require a new definition of the Canadian government responsibility in financing universities. Sources of university funding in Ontario for 1979-80 are analyzed. A disquieting trend toward earmarking funds, which reduces flexibility and could affect quality in core activities, is noted. It is recommended that the federal government and the Council of Ministers of Education join to form a Canadian Advisory Council for Higher Education and Research with statutory responsibilities for specific policies and programs. It is also proposed that direct federal funding be confined to four categories: limited engagement in manpower planning, student assistance, research, and some specific federal concerns related to defense, international affairs, culture, and language. The government contention that special funding for externally proposed university programs would improve advanced manpower training is rejected. Special alternatives for federal assumption of student assistance responsibilities are suggested, and proposals are made for assistance in core and supplementary research. Four reports are appended: "Where Do Canadian Universities Stand in Public Priorities," a committee discussion paper; sources of university revenue, 1979-80 (data tables); the Association of Universities and Colleges of Canada response to a government report on manpower development; and a critique of another government report on employment opportunities. (MSE)

ED214442 HE014888

In Pursuit of Excellence: The Report of the Prichard Committee on Higher Education in Kentucky's Future to The Kentucky Council on Higher Education.

Kentucky Council on Public Higher Education, Frankfort.
Pub Date Oct 81
Note-152p.
Available from-Council on Higher Education, West Frankfort Office Complex, Frankfort, KY 40601.
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Admission Criteria; *Advisory Committees; College Admission; College Faculty; College School Cooperation; Dental Schools; Educational Change; Educational Finance; *Educational Quality; *Educational Trends; *Futures (of Society); Gifted; Graduate Study; *Higher Education; Legal Education; Medical Education; Nontraditional Education; Professional Continuing Education; Professional Education; Remedial Programs; Research Projects; *Statewide Planning; Teacher Education

Identifiers-*Kentucky; University of Kentucky; University of Louisville KY

Trends and issues likely to affect Kentucky higher education in the future are discussed along with recommendations of the Prichard Committee on Higher Education in Kentucky's Future. Projections pertaining to population, resources, social issues, inflation, and the change from goods production to production of services and the creation of knowledge are presented. It is suggested that three important elements to reform and improvement of higher education are an increased emphasis on: quality in higher education, creative leadership, and more effective use of financial resources. Issues and recommendations pertaining to quality include the following areas: higher education and the schools, admission policies, teacher education, remedial education, highly talented students, and a fund for academic excellence. Recommendations are made regarding the following academic programs: graduate programs, professional education, legal education, medical education, dental education, nontraditional students and programs, and professional enrichment. Additional recommendations concern: the faculty, research at the University of Kentucky and the University of Louisville, research at the regional universities and Kentucky State University, cooperation in research, public service, higher education finance, and the financial needs of higher education. Prerequisites to quality are identified, including promoting diversity among institutions and using flexible teaching methods to meet the needs of students. Two minority opinions on legal education are also presented. (SW)

ED214443 HE014891

Roban, Nancy C.

Survey of University of Toledo Legal Assisting Technology Graduates.

Pub Date 81
Note-45p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Associate Degrees; *College Curriculum; *Education Work Relationship; Employee Attitudes; *Employer Attitudes; Employment Opportunities; *Employment Patterns; Followup Studies; Graduate Surveys; Higher Education; Institutional Research; Job Skills; *Legal Assistants; *Professional Continuing Education; Salaries; Vocational Followup
Identifiers-*University of Toledo OH

Graduates of the Legal Assisting Technology program at the University of Toledo were surveyed in 1981, as part of the requirement of the American Bar Association Approval Process. Questionnaires, which are appended, were sent to graduates and employers. In addition to curriculum, information was gathered with respect to the job placement, counseling, and salary. Of the 105 graduates of the program, followup information was obtained for 80. For the 31 legal assistants/paralegals who consented to a survey of their employers, 24 employers responded. Of the 80 graduates, 55 were employed in legal related work, 11 were in unrelated work, 11 were full-time students, and 3 were not actively seeking employment. Of the 24 attorney respondents, 23 were satisfied with the graduates' performance, while one was not. Twenty-six graduates were continuing their education full-time, while 11 were part-time, and some were also taking continuing education courses from the local bar or the local legal assisting association. Information is also presented on the following areas: time needed to secure legal assisting jobs, how the first professional position was secured, how attorneys learned of the program, promotion of legal assistants, length of employment, the distance applicants lived from the university, financing of legal assisting education, time taken to complete degree, ability to type, time spent on present professional position, time spent in various areas of law, importance of various courses in curriculum, what was particularly meaningful about the two-year experience in the program, and 1981 salaries of legal assisting graduates. Based on the findings, additional courses for the program are recommended. (SW)

ED214444 HE014895

Johnstone, Ronald L.

The Scope of Faculty Collective Bargaining: An Analysis of Faculty Union Agreements at Four-Year Institutions of Higher Education.
Contributions to the Study of Education, Number 2.

Report No-ISBN-0-313-22918-X
Pub Date 81
Note-196p.
Available from-Greenwood Press, 88 Post Road West, Westport, CT 06881, ($27.50).

Document Not Available from EDRS.

Descriptors-Arbitration; *Collective Bargaining; College Administration; *College Faculty; *Compensation (Remuneration); Employment Practices; *Faculty College Relationship; Faculty Workload; Fringe Benefits; Governance; Grievance Procedures; Higher Education; *Negotiation Agreements; Retirement Benefits; Teacher Welfare; Tenure; Unions; Work Environment

Based on an analysis of 89 collective bargaining agreements (representing 95 percent of all those in existence at four-year institutions), this book provides an overview of what has been bargained for faculty and where it has been bargained on unionized campuses. After a discussion of the history of union activity in higher education, the report explores the results of negotiations of faculty rights--due process, grievance, machinery, access to personnel records--and faculty involvement in decisions on hiring, firing and promotion. Issues of compensation, fringe benefits, working conditions, and faculty duties are also considered, along with the official rights of the union and its role in college governance. Within these broad categories, some issues of academic employment are discussed: tenure, merit pay, course load, sabbatical leave, and attendance at commencement exercises. Among the conclusions are the following: affirmative action commitments seldom are included in collective bargaining agreements; leaves of absence generally are included in fewer than half of the agreements; there is wide diversity among agreements regarding compensation items in terms of level of success; in regard to involvement in and responsibility for the academic program of the institution, collective bargaining agreements provide little information; there is an important concern on the part of faculty and administration regarding the effect of collective bargaining on their relationship; and new models of collective bargaining should be explored. The appendix lists the collective bargaining agreements used in this study. A bibliography and index are also provided. (LC)

ED214445 HE014897

Grabowski, Stanley M.

Marketing in Higher Education. AAHE-ERIC/Higher Education Research Report No. 5, 1981.

American Association for Higher Education, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date 81
Contract No-400-77-0073
Note-47p.
Available from-American Association for Higher Education, One Dupont Circle, Suite 600, Washington, DC 20036 ($4.00, members; $5.50, nonmembers).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-College Admission; College Applicants; College Bound Students; *College Choice; College Planning; College Role; Educational Objectives; Enrollment Projections; *Higher Education; *Marketing; *Needs Assessment; Outreach Programs; Program Evaluation; *School Holding Power; Self Evaluation (Groups); Student Needs; *Student Recruitment
Identifiers-Market Segmentation

Approaches to developing a successful marketing program for universities that is fair to both students and the academic integrity of the institution are considered. A comprehensive marketing plan includes market research, positioning, strategy formulation; recruitment/admission, communications, curriculum evaluation, retention, and evaluation. Good marketing begins with determining a market position; that is, differentiating what an institution offers in relation to other institutions. To arrive at a market position an institution must define its mission, philosophy, and goals. Differentiated marketing, or market segmentation, calls for identifying various markets or submarkets and targeting communication to each one. Although enrollment forecasts and projects are difficult, an institution must have a reasonably accurate estimate of how many students will enroll in order to accurately plan budgets, faculty, programs, and facilities. Marketing, as a communications process, goes beyond promotion and advertising. It involves assessing the needs and interests of potential students and promoting the programs. Parents have a significant influence on the choice of a college. Contacts, such as current students, alumni, college staff, high school counselors and teachers, are not equally effective in their recruitment efforts. Financial aid information and the way financial aid is packaged need to be assessed. In addition, student retention is a vital part of marketing, and an institution needs to research the reasons its students withdraw. A market audit or evaluation will help an institution review its policies, practices, and procedures in marketing. A bibliography is appended. (SW)

ED214446 HE014898

Masat, Francis E.

Computer Literacy in Higher Education. AAHE-ERIC/Higher Education Research Report No. 6, 1981.

American Association for Higher Education, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date 81
Contract No-400-77-0073
Note-63p.
Available from-American Association for Higher Education, One Dupont Circle, Suite 600, Washington, DC 20036 ($4.00, members; $5.50, nonmembers).
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Basic Skills; College Administration; College Curriculum; College Faculty; *College Planning; *College Students; *Computer Assisted Instruction; *Computer Literacy; *Computer Science Education; Continuing Education; Federal Aid; General Education; Global Approach; Government School Relationship; Higher Education; Information Systems; *Microcomputers; Program Costs

Computer literacy in higher education and its relationship to computer science and other areas of the institution, such as general and continuing education, are considered, along with issues related to academic and administrative aspects of computer literacy. The impact of microcomputers is assessed, as is the extent to which computer science and literacy are increasing in other countries. It is suggested that given the continuing success of computer literacy at the elementary and secondary levels, computer literacy in higher education could, in time, acquire the status of a basic skill. Curricular concerns include the advantages and disadvantages of computer assisted instruction (CAI), the relationship of microcomputers to CAI, and who should be computer literate. According to the literature, computer literacy is intended for everyone, and the literacy level that is effective at one institution may be inappropriate at another, although common characteristics are indicated. Important administrative considerations are the issues of facilities planning, the acquisition of computer literate faculty and staff, and the cost of providing literacy to students, faculty, and administrators. In brief, the relationships among goals of students, faculty, and staff members and the relationship of these goals to resource support are determining factors in the planning, development, and implementation of computer literacy programs. Issues and problems of national scope that require national strategies for their resolution include: networks, national databases, federal support of computer education, national cooperation and coordination, and international competition. The state-of-the-art in computer literacy practices and research is reviewed, and a bibliography is appended. (SW)

ED214447 HE014899

Blumenthal, Peggy

American Study Programs in China: An Interim Report Card.

National Academy of Sciences - National Research Council, Washington, D.C. Committee on Scholarly Communication with the People's Republic of China.; National Association for Foreign Students Affairs, Washington, D.C. China Education Clearinghouse.
Spons Agency-International Communication Agency, Washington, D.C.
Pub Date Dec 81
Note-60p.
Available from-U.S.-China Education Clearinghouse, 1860 19th St., N.W., Washington, DC 20009.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Academic Advising; Academic Freedom; Chinese; College Programs; College Second Language Programs; *Cultural Differences; Graduate Students; Higher Education; Housing; *International Educational Exchange; Interpersonal Relationship; Research Problems; *Research Projects; *Student Exchange Programs; *Study Abroad; Summer Programs; Travel; Undergraduate Students
Identifiers-*China; United States

American study programs in China were assessed, based on interviews with American undergraduate or graduate students studying or doing research at various China institutions during the 1980-81 academic year and with Chinese administrators from the institutions. Four channels exist through which American students can arrange placement in China: national competition, institution-to-institution links, individual application (either to a Chinese university or the Ministry of Education), and short-term study programs packaged in the United States.

Somewhere between 70 and 100 formal exchange agreements to facilitate the sharing of academic resources have been concluded between U.S. and Chinese institutions. A list of American institutions reporting such agreements is appended. Data are presented on the distribution of American students at Chinese universities during the 1980-81 academic year (excluding short-term language programs). In all the arrangements (except for the summer language programs), the majority of those going to China are American graduate students who are either taking coursework or doing dissertation research. Several small groups of undergraduates participate during the academic year, mainly in language programs. A summary is presented on general curricula, language classes, research difficulties, and field research. In addition, the following concerns are addressed: socializing with Chinese, housing, travel, supervision of students, university administration, credit and grading, and summer language programs. Appended materials include: U.S.-Chinese Institutional agreements, summer language programs in China, and a bibliography on U.S-China educational exchange. (SW)

ED214448 HE014900

Fingar, Thomas

Higher Education and Research in the People's Republic of China: Institutional Profiles.

National Academy of Sciences - National Research Council, Washington, D.C. Committee on Scholarly Communication with the People's Republic of China.; National Association for Foreign Students Affairs, Washington, D.C. China Education Clearinghouse.

Spons Agency-International Communication Agency, Washington, D.C.

Pub Date Dec 81

Note-285p.

Available from-U.S.-China Education Clearinghouse, 1860 19th St., N.W., Washington, DC 20009.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*College Faculty; College Programs; Colleges; Departments; Enrollment Projections; *Foreign Countries; *Higher Education; *Institutional Characteristics; Research and Development Centers; Research Projects; School Location; Technical Institutes; Universities

Identifiers-*China

Institutional profiles of People's Republic of China (PRC) colleges and universities, Institutes of the Chinese Academy of Sciences, and Institutes of the Chinese Academy of Social Sciences are presented to help answer questions posed by students and faculty considering study, research, or teaching opportunities in the PRC. Of the 701 institutions extant at the start of the 1981-82 school year, detailed information is available on less than 75; no information is available on more than 150. Most of those included in the guide are believed to be four-year, and in a few cases, five-year institutions. Information is provided on the following: names of Chinese institutions in English, Chinese, and other translations; affiliation of the schools; type of institution based on 11 descriptive categories; location; background; departments; research institutes; areas of research; faculty; and enrollment. Background information includes previously used names, the date the institution was established, and when it reopened after being closed during the Cultural Revolution, and when known, the length of first degree programs. Several colleges and universities have affiliated research institutes staffed, in part, by professionals who do not hold faculty positions. The small number of professors and associate professors is, in part, a consequence of the fact that no promotions were made for almost 20 years. At the same time, there are teaching assistants and instructors, many of whom were added to facilities during the Cultural Revolution. It is suggested that schools with fewer than 1,000 students may constitute the majority of all institutions. Institutions are listed by category and alphabetically in the appendices. (SW)

ED214449 HE014901

Wilcox, Lee, Ed.

The Admission and Placement of Students from Latin America: A Workshop Report. Brazil, Central America, (Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua, Panama), Colombia, Venezuela.

National Association for Foreign Student Affairs, Washington, D.C.
Spons Agency-Department of State, Washington, D.C.
Pub Date May 69
Note-105p.; NAFSA Workshop on the Admission and Placement of Students from Latin America at the University of Puerto Rico (San Juan, December 9-20, 1968). Additional sponsors included the Council for Latin America and the Creole Foundation.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-College Admission; *College Students; *Comparative Education; Educational Quality; Elementary Secondary Education; *English (Second Language); *Foreign Countries; *Foreign Students; Higher Education; Teacher Education
Identifiers-Brazil; *Central America; Colombia; *South America; Venezuela

Information about the educational systems of Brazil, Colombia, Venezuela, Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua, and Panama that may be helpful to the U.S. college admission officers is presented. Background information about the countries and the current primary, secondary, and postsecondary educational systems are considered. For Brazil, information is presented about quality factors and curricula, and a list of universities and a glossary of educational terms are included. For Venezuela, information is also presented on the grading system, quality factors, and the North American Association of Venezuela. For Columbia, attention is directed to the academic

bachillerato program, technical secondary education, commercial and agricultural schools and other offerings. Some common characteristics of the Central American countries are described. The percentage who attend secondary school in Central America varies from as low as 4 percent to as high as 15 percent. All Central American state universities are autonomous; however, the tradition of autonomy is not firmly established in all countries. All of these Central American countries are bringing into their curricula the concept of general education, or general studies, but the concept of general studies is meeting with varied reactions from students as well as faculties. The English requirement in Central American, Brazilian, Colombian, and Venezuelan schools is addressed. Recommendations and a bibliography are also presented for the Central American countries as a whole and for Brazil, Colombia, and Venezuela. (SW)

ED214450 HE014902

Walters, Donald L.

Financial Analysis for Academic Units. AAHE-ERIC/Higher Education Research Report No. 7, 1981.

American Association for Higher Education, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date 81
Contract No-400-77-0073
Note-45p.
Available from-American Association for Higher Education, One Dupont Circle, Suite 600, Washington, DC 20036 ($4.00, members; $5.50 nonmembers).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Cost Effectiveness; Cost Estimates; *Cost Indexes; *Educational Finance; Expenditure Per Student; *Expenditures; Faculty Workload; Graduate Study; Higher Education; *Income; Program Effectiveness; Resource Allocation; School Accounting; Undergraduate Study; *Unit Costs

The state-of-the-art of financial analysis for academic units within institutions of higher education is evaluated with attention directed to: how the cost of an academic unit is determined, how revenue is identified with academic units, how costs are analyzed, how revenues and expenditures are projected, and how the financial efficiency of an academic unit is evaluated. Based on the literature, it is suggested that: indirect as well as direct costs need to be measured; cost has both fixed and variable elements in relation to the number of students or faculty in an academic unit; in some analytical models, the revenue attributable to an academic unit is measured; costs per student, per full-time equivalent faculty, and per class are measures of unit cost; level of study, method of instruction, and other factors are used to

weight data about cost per student; the expected cost of an academic unit may be measured by determining its level of average faculty support and workload; and financial measures may yield important information, but the use of the information still requires discretion. Accounting for revenues of academic units is not as well developed as accounting for costs. Where actual revenue attributable to a unit is not available in the accounts, some form of allocation system is used. Mathematical models, such as trend line analysis and the cohort-survival technique offer means for projecting future enrollment and consequently revenue and expenditures that vary according to enrollment. Relating cost to quality, or fiscal efficiency to program effectiveness may result in misuses of quantitative data. A bibliography is appended. (SW)

ED214451 HE014903

Aldrich-Langen, Caroline, Ed.

The Admission and Academic Placement of Students from Selected South American Countries: Bolivia, Brazil, Paraguay, Uruguay. A Workshop Report, September-October, 1977.

American Association of Collegiate Registrars and Admissions Officers, Washington, D.C.; National Association for Foreign Student Affairs, Washington, D.C.

Pub Date Apr 78

Note-198p.

Available from-National Association for Foreign Student Affairs, 1860 19th Street, N.W., Washington, DC 20009 ($2.50).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Aptitude Tests; *College Admission; College Entrance Examinations; *Comparative Education; Educational Assessment; Educational Certificates; Elementary Secondary Education; *English (Second Language); Foreign Countries; *Foreign Students; Graduate Students; Higher Education; Institutional Characteristics; Language Skills; *Language Tests; Standardized Tests; *Student Placement; Teacher Education; Undergraduate Students; Workshops

Identifiers-Bolivia; Brazil; Paraguay; *South America; Uruguay

Information about the educational systems of Bolivia, Brazil, Paraguay, and Uruguay that may be helpful to U.S. college admission officers is presented. For each of the four countries, information is provided on: country facts, the educational system, primary and secondary education, higher education, other institutions, placement recommendations, educational terms, and useful references. For Bolivia and Uruguay, information is also presented on teacher training, and for Brazil, information is included on Segundo Grau certificates and diplomas, English language instruction, evaluation analysis and quality factors, and characteristics of the higher education institutions (location, type, year founded, and supporting agency). Additionally, the following tests generally required for admitting foreign students are briefly described: American Language Institute of Georgetown University, test of English as a second language, examinations of the Educational Commission for Foreign Medical Graduates, the Graduate Management Admissions Test, the Graduate Record Examinations, the Michigan Test of English Language Proficiency, the Scholastic Aptitude Test, and the Test of English as a Foreign Language. Recommended level of English proficiency for study in the United States are also identified. A description of the workshop from which this guide was developed, written by Hugh M. Jenkins, is appended. (SW)

ED214452 HE014905

Bowen, Howard R.

The State of the Nation and the Agenda for Higher Education.

Pub Date 82
Note-212p.
Available from-Jossey-Bass Inc., 433 California Street, San Francisco, CA 94104 ($13.95).
Document Not Available from EDRS.
Descriptors-*College Role; Educational Benefits; Educational Experience; Educational History; Educational Objectives; *Educational Responsibility; *Futures (of Society); *Higher Education; *Relevance (Education); *School Community Relationship; Social Change; Socioeconomic Influences

The recent shift away from traditional liberal education to vocational training is examined, along with the effects this trend may have on the United States. After a preliminary review in Chapter 1, "American Higher Education: Recent History and Present Condition," Chapter 2, "How Well-Educated Are the American People?" examines past trends in educational attainment, future trends in educational attainment, educational content, findings from studies of competence, knowledge, and values, and a periodic survey of educational attainments. Chapter 3, "Progress of the Nation," discusses the population, the economy, social conditions, communications, and quality of life. In Chapter 4, "Problems Facing the Nation," economic, social, political and educational problems, the informed and responsible citizen, and the plight of the youth are discussed. Chapter 5, "Education in Democracy," discussed equilibrium, economic problems, political problems, values, and the role of education. Sources of influence, liberal learning, and higher education's role in social change are examined in Chapter 6, "Higher Education and Social Change." Chapter 7, "Toward a Nation of Educated People," discusses the baccalaureate degree, the course of study, characteristics of a well-educated person, educability, and what a nation of well-educated people would be like. Chapter 8, "Agenda for Higher Education," discusses the notion of a nation of educated people, education for values, American youth, international reconciliation, and offers concluding remarks. It is concluded the responsibilities of

highest priority for higher education are: (1) to strengthen and extend higher education so that America might become a nation of educated people; (2) to elevate the values of the American people; (3) to redeem the lives of the millions of disadvantaged youth in America; and (4) to lay the groundwork for international reconciliation. Appendices include: indicators of economic and social progress in the United States, 1950-1980, and data on the educational attainments of the American people. (LC)

ED214453 HE014907

Honan, James P.

Corporate Education: Threat or Opportunity? AAHE-ERIC/Higher Education Research Currents.

American Association for Higher Education, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date Mar 82
Note-4p.
Available from-American Association for Higher Education, One Dupont Circle, Suite 600, Washington, DC 20036 ($.75).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Business Responsibility; Change Strategies; *College Role; Cooperative Programs; Educational Development; *Education Work Relationship; Higher Education; *Industrial Training; Industry; Inplant Programs; Needs Assessment; *Nontraditional Education; Professional Continuing Education; Professional Development; *School Business Relationship; *Staff Development
Identifiers-*Corporate Education

Corporate-based education programs, the response of higher education, and the cooperation between business and higher education are considered. It is suggested that the fact that private industry has moved into the degree-granting arena, even to a small extent, may indicate that higher education needs to be more responsive to the business sector. Corporate education differs from higher education in that it tends to serve primarily institutional needs rather than personal needs, is characterized by unusually high motivation of participants, the workplace is the setting for learning and doing, and it has a pragmatic orientation. However, despite some fundamental differences in purpose and orientation, corporate education centers sometimes bear a striking resemblance to traditional colleges and universities. A corporation may be better able to accommodate rapidly changing knowledge requirements by conducting its own education program rather than attempting to work through a college or university. Corporations and institutions of higher education are involved in numerous partnership activities ranging from national projects to individual collegiate/corporate efforts. However, higher education may have to institute significant changes in its structure and develop additional nontraditional delivery systems if it is to serve the educational needs of the business sector. Colleges and universities must become more sensitive to the manpower needs of industry and must carefully evaluate their ability to respond to these needs in a way that is consistent with their institutional mission. Higher education needs more flexibility and adaptability in course and program approval, missions procedures, residency requirements, and course and program duration. (SW)

ED214454 HE014908

New York State Bundy Aid Program, 1969-1981. A Historical Report on New York State Colleges and Universities Receiving State Aid Under Section 6401 of the Education Law.

New York State Education Dept., Albany. Cultural Education Center.
Pub Date Dec 81
Note-24p.
Available from-New York State Education Department, University of the State of New York, Cultural Education Center, Albany, NY 12230.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Eligibility; *Financial Support; Government School Relationship; Higher Education; *Private Colleges; Professional Education; *State Aid; Student Financial Aid; Technical Institutes; Trend Analysis; *Two Year Colleges; Universities
Identifiers-*Bundy Aid Program; *New York

Information on New York colleges and universities that receive state aid under Section 6401 of the Education Law during 1969-1981 is presented. The Aid to Certain Non-Public Colleges and Universities, popularly known as Bundy Aid, is a program that provides direct unrestricted financial support to private postsecondary institutions in New York State. In 1969-70 academic year a total of $25.5 million was distributed to 57 institutions, while in 1980-81, the number of participating institutions had grown to 89 and the annual disbursement had grown to $92.4 million. Two-year institutions did not begin to participate until 1973-74. The formula used to determine the annual entitlement of the participating institutions is based on the earned degree conferred. The payment rate is $450 for each associate's degree, $1,200 for each bachelor's degree, $900 for each master's degree, and $4,500 for each doctoral degree. The annual entitlement is not a reimbursement for degrees conferred since the funds must be used for on-going educational programs. Expanded financial aid to students is a common use. During the period 1975-76 through 1980-81, about one-third of the total Bundy Program payments have gone annually to the institutions classified as multiversities, the major research universities. The university and the college complex classification have each received about one-fifth of the total payments during the same period. Fund distribution by year and by type of institution, including specialized college, college, health science center, engineering and technical schools, and two-year institutions, is indicated. (SW)

ED214455 HE014911

Meinhold, Robert W.

Determining Educational Needs of AFL-CIO Union Members in Southeast Florida. A Report to the Board of Directors of the Southeast Florida Educational Consortium.

Southeast Florida Educational Consortium, Miami.
Pub Date 12 Dec 81
Note-63p.
Available from-Southeast Florida Educational Consortium, 11011 S.W. 104th Street, Miami, FL 33176.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Academic Aspiration; *Adult Students; *College Attendance; Degrees (Academic); *Educational Needs; Enrollment Influences; *Extension Education; Higher Education; Labor Force; Needs Assessment; Nontraditional Education; Nontraditional Students; School Location; State Surveys; *Union Members
Identifiers-*AFL CIO; Distance Education; *Florida

Educational needs of AFL-CIO union members in southeast Florida were surveyed. Of the two union locals surveyed in Dade and Broward counties, 424 questionnaire responses were received. Findings include the following: 86.3 percent were not attending a college or university; 62.5 percent would have three hours or more on the weekend to devote to learning; 72.9 percent would have three hours or more to devote to learning during the work week; 20.8 percent rated "improving general knowledge" as the number one reason for learning; 36.6 rated "learning to communicate" as the number one reason for learning; 39.41 percent rated "learning about the business you work in" as the number one reason; only 5.7 percent had not completed high school; and 65.8 percent wanted to obtain a degree. Information is also presented on academic areas of interest; physical location of classes; and age and sex of respondents. Based on the survey results, it is recommended that a four-year degree program be developed that emphasizes business, personal relations, data processing, writing skills, and electronics. The classes would be offered in smaller blocks than those for the traditional full-time attending student, and courses would be offered through a combination of on-campus, independent study, and television and radio programs. A bibliography and questionnaire are appended. (SW)

ED214456 HE014915

Data on Earned Degrees Conferred by Institutions of Higher Education by Race, Ethnicity, and Sex, Academic Year 1978-1979. Volumes I and II.

Office of Civil Rights (ED), Washington, D.C.
Pub Date Aug 81
Note-2,452p.; Not available in paper copy due to marginal legibility of original document.
Available from-Office of Special Concerns, Office for Civil Rights, 400 Maryland Ave., S.W., Washington, DC 20202.
EDRS Price - MF22 Plus Postage. PC Not Available from EDRS.
Descriptors-Associate Degrees; Bachelors Degrees; *Degrees (Academic); Doctoral Degrees; *Ethnicity; *Higher Education; Majors (Students); Masters Degrees; National Surveys; Private Colleges; Professional Education; Professional Training; Questionnaires; *Race; *Sex; State Colleges
Identifiers-*Higher Education General Information Survey

Summations of data collected through the survey, "Degrees and Other Formal Awards Conferred Between July 1, 1978, and June 30, 1979" are presented in this two-volume report. The survey is part of the Higher Education General Information Survey (HEGIS XII). All sections report on bachelor's, master's, doctor's, first-professional, and associate degrees, and on other awards based on less than four years of work beyond high school conferred by institutions of higher education. Data are categorized by race, ethnicity, and sex, as well as by institution, state, and nation, 1978-1979. Volumes I and II together include the following sections: degrees conferred by institution; degrees conferred for major field by institution; degrees conferred in public institutions; and degrees conferred in private institutions. Institutions receiving federal assistance in the 50 states, the District of Columbia, and outlying areas of the United States were surveyed for this study. Appended are: requirements for reporting and definitions of terms--in the instruction sheets for the survey instrument (Appendix A), and technical notes (Appendix B). (LC)

ED214457 HE014917

The Commission on the Higher Education of Minorities. Final Report.
Higher Education Research Inst., Inc., Los Angeles, Calif.
Spons Agency-Ford Foundation, New York, N.Y.
Pub Date 82
Note-47p.
Available from-Jossey-Bass, Inc., 433 California St., San Francisco, CA 94104.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Academic Persistence; *Access to Education; American Indians; Black Students; *College Attendance; College Choice; *Educational Attainment; *Educational Status Comparison; Graduate Study; Higher Education; Hispanic Americans; Majors (Students); *Minority Groups; Place of Residence; Professional Education; Puerto Ricans; Secondary Education; Student Characteristics; Student Financial Aid; Undergraduate Study; Whites
Identifiers-Chicanos

The recent progress, current status, and future prospects of blacks, Chicanos, Puerto Ricans, and American Indians in higher education were evaluated, and recommendations aimed at furthering the educational development of these groups were formulated. Access to higher education, choice or institutions and fields of study, degree attainment, and controversial issues relating to the higher education of minorities were analyzed. Findings include the following: the high school dropout rate for blacks is approximately 28 percent (compared to 17 percent for whites) and 45 percent for Mexican Americans and Puerto Ricans; academic performance in secondary school was a much more important predictor of undergraduate grades and persistence than standardized test scores; the higher the quality of the undergraduate institution attended, the greater the minority student's chances of persisting to the baccalaureate and of enrolling in graduate and professional school; and between 1973 and 1977, the share of doctorates awarded to members of the four minority groups increased from 3.8 to 6.2 percent. Factors influencing educational progress were assessed in relation to entering student characteristics and college environmental characteristics (institutional characteristics, field of study, financial aid, and place of residence). Recommendations are offered pertaining to the value-added model, precollegiate education, community colleges, academic and personal support services, access to higher education, financial aid, bilingualism, graduate and professional education, minority faculty and administrators, government programs, minority women, data pertaining to minorities, evaluation of minority-oriented programs, and further research on minorities. (SW)

ED214458 HE014920

Teilmann, Shehbal

Baruch College Annual Alumni Survey, Class of 1978.

City Univ. of New York, NY. Baruch Coll. Office of Institutional Research.
Pub Date [81]
Note-99p.
Available from-Baruch College, The City University of New York, 17 Lexington Avenue, New York, NY 10010.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Alumni; College Environment; *College Graduates; *Education Work Relationship; Employment Level; *Employment Patterns; Graduate Study; Graduate Surveys; Higher Education; Institutional Research; Job Satisfaction; *Salaries; Salary Wage Differentials; Sex Differences; Student Characteristics; Surveys
Identifiers-*City University of New York Bernard Baruch College

The impact of educational experiences on the 1978 graduates of Baruch College, New York as reflected in their achievements two years after graduation was assessed. Responses to a mailed questionnaire were received from 837 (60 percent) graduates. It was found that the employment of Baruch graduates was very high: 96 percent were employed. Nearly half were holding professional jobs, and the majority of the remainder were working at middle or upper management levels. About half were already working or had job offers at the time they graduated. Another 25 percent required less than two months after graduation to obtain a full-time job. Four out of five graduates were in occupations related to their undergraduate majors, and four out of every five were satisfied with their jobs. With race and sex held constant, business majors received higher salaries than did liberal arts majors, and students who worked for at least two years during college earned more after graduation than those who had little or no college work experience. While race was not a factor in determining graduates' salaries, sex differences in salaries were found: males earned much more than females. Twenty-seven percent of the respondents were either attending graduate schools or had received their graduate degrees. Those with a grade point average of 3.00 or above and/or those who had graduated with honors were more likely to attend graduate school, and the majority of alumni attending graduate schools chose Baruch. The most disliked aspect of Baruch was its lack of campus, its buildings, and classroom facilities. The Annual Alumni Survey is appended. (SW)

ED214459 HE014921

Teilmann, Shehbal

Baruch College Annual Freshman Survey, Fall 1980.

City Univ. of New York, NY. Baruch Coll. Office of Institutional Research.
Pub Date [80]
Note-128p.
Available from-Baruch College, The City University of New York, 17 Lexington Avenue, New York, NY 10010.
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Academic Aspiration; College Attendance; *College Choice; *College Freshmen; *Educational Background; Enrollment Influences; Family Characteristics; Higher Education; Majors (Students); Questionnaires; School Location; *Student Characteristics; Student Employment; Trend Analysis
Identifiers-*City University of New York Bernard Baruch College

Information on 1980 college freshmen at Baruch College, New York, is presented, and comparisons are made with data from the 1977 and 1979 freshmen classes. Additionally, characteristics of registrants and nonregistrants in 1980 are compared. The following areas were assessed with regard to student expectations and aspirations: reasons for deciding to go to college, areas of expected personal satisfaction, reasons for choosing to attend Baruch College, influence of Baruch's location on college choice, colleges other than City University of New York (CUNY) applied to and acceptances received, students' choice of college within CUNY, planned field of study, students' expected career fields, students' anticipated concerns about being able to remain in school, highest degree aspired to, area of anticipated need for remediation, financial aid, expected participation in extracurricular activities, enrollment status, expected work hours at Baruch, expected location of employment, and students' political views. The following high school characteristics were addressed: type of high school and secondary program, scholastic aptitude test, time of high school graduation, high school grades, and students' ratings of their high school preparation. In addition, the following background characteristics were assessed: place of residence, commuting time from residence, number of siblings, number of siblings attending college, marital status, number of children, parents' marital status, parental income, parents' education, parents' occupations, age, sex, race distribution, language spoken at home, and religion. The Annual Freshman Survey is appended. (SW)

ED214460 HE014925

Stewart, Barbara L.

Employment of Baccalaureate Graduates: The Effect of Institutional Reputation, Location, and Executive Alma Mater.

Pub Date Aug 79
Note-116p.; Ed.D., Brigham Young University.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Accreditation (Institutions); Bachelors Degrees; *College Graduates; Colleges; *Employer Attitudes; Higher Education; *Job Applicants; *Personnel Selection; *Reputation; School Location; Status

The effect of institutional reputation, college and employer location, and employer's alma mater on hiring practices when selecting baccalaureate-level college graduates was studied. Questionnaires were returned by 91 randomly selected companies. While institutional prestige was not a significant factor in employee selection, accreditation was found to be important. Employers felt accreditation yields a degree of assurance of standard quality and subject matter presented, and some indication of student ability to learn and perform. Proximity of school and employer was not a significant employee selection factor, nor was the prestige of the employer's alma mater. A review of the literature revealed little in research and comment relating institutional reputation, proximity of institution and employer, and employer's alma mater to employee selection. The questionnaires and chi square analyses are appended. (SW)

ED214461 HE014926

Stonewater, Jerry K.; And Others

Hearing How Students "Make Meaning": Listening Through Perry Ears.

Pub Date Oct 81

Note-17p.; Paper presented at the Annual Meeting of the National Academic Advising Association (Indianapolis, IN, October 1981).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Authoritarianism; *College Students; *Developmental Stages; *Dogmatism; Higher Education; *Intellectual Development; *Moral Development; Personality Traits; Student Attitudes; *Student Development; Theories

Identifiers-*Perry (William)

Perry's theory of intellectual and ethical development of college students is briefly reviewed. This theory was based on work with Harvard University students, and addresses dualism, multiplicity, and relativism. In the first stage, a student sees the world in right-wrong, black-white terms, with no room in the thinking process for conditional or contextual reasoning. The assumption of the dualist is that all knowledge is known, that authority knows it all, and that it is up to authority to give the student the right answer. Multiplicity represents a significant broadening of the student's understanding: the student begins to realize that there might be more than one right answer or way of looking at some things. The view of authority is that in areas where there are several right answers, authority has not found the right answer yet, but will eventually; in other areas, authority will have the answer. Multiplistic students are still not able to weigh one perspective against another, or to see the relative merit of one perspective versus another. As students move into relativism, a fundamental shift in thinking takes place. They realize that in many areas there are no right answers and are now capable of thinking in relativistic or contextual terms. Relationship to authority changes significantly during relativism as students begin to realize that professors think that way too, and although students still look to authority for guidance they see that they themselves can reason too. Later, through a sense of identity and a series of commitments, the student is able to make sense out of reality that was so elusive during relativism. (SW)

ED214462 HE014930

Blumberg, Phyllis; And Others

Psychosocial Characteristics of Female Medical Students.

Pub Date Mar 82

Note-14p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adjustment (to Environment); Anxiety; Comparative Analysis; Depression (Psychology); *Females; Higher Education; Individual Needs; *Interpersonal Relationship; Males; *Medical Students; Physicians; *Psychological Characteristics; Quality of Life; *Self Concept; Self Evaluation (Individuals)

Identifiers-Significant Other

Self-perceptions of male and female medical students on various psychosocial characteristics were compared in 1980. The questionnaire consisted of: the Social Support Networks questions, the Social Readjustment Rating Scale (Holmes and Rahe, 1967), the General Well Being Scale (Gurin, Veroff, and Felds, 1960), the Zung Self-Rating Depression Scale (1965), and the Taylor Manifest Anxiety Scale (1953), and demographic questions. Thirty-two third-year medical students, who were white and middle class, were assessed. Female medical students considered physicians to be part of their social support network much more frequently than did male students. The social support networks of both sexes included friends, relatives, and significant others of the opposite sex (i.e., boy or girl friend or spouse). The females appeared to be experiencing more changes, more depression, and less general well-being than the males. About half of the females and half of the males review material for examinations by themselves without talking over confusing material with others. None of the people that the males speak to when anxious are females. It is hypothesized that increased life events may cause the more adaptive people to seek out additional help, and this help may result in measures of increased social support. The fact that the women relied more on other physicians than their male counterparts may confer an advantage on women in their overall short-term adaptation. It could be that this factor counters the potential negative impact of lowered well-being and depression. A bibliography is appended. (SW)

ED214463 HE014931

Cooper, Colleen R.

Project PROF: A Professional Development Program for College Faculty.

Spons Agency-Kellogg Foundation, Battle Creek, Mich.
Pub Date Mar 82
Note-17p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Faculty Development; Higher Education; *Individual Development; *Instructional Improvement; *Interpersonal Competence; Leadership Styles; Microteaching; Participant Satisfaction; *Problem Solving; Program Evaluation; School Business Relationship; *Self Evaluation (Individuals); State Universities; Teacher Effectiveness
Identifiers-Michigan State University; *Project PROF

Project PROF, a professional development program for experienced teaching faculty in the College of Agriculture and Natural Resources at Michigan State University, is described, and results of a faculty assessment of the program are summarized. Program objectives include: increased faculty self-assessment as related to teaching; expose faculty to creative problem-solving; introduce faculty to different environments, new concepts, and experts; promote professionalism in teaching within the discipline; and provide an opportunity for the implementation of what is learned. Program components include: session focusing on better understanding of oneself and others by learning to interpret the Myers-Briggs Personality Preference Indicator and identifying and coping with stress; microteaching; a retreat designed to develop group cohesiveness which included sessions on managerial-leadership styles, creative problem solving, and learning and motivation; exposure of faculty to a new environment and growth experiences through the Creative Problem Solving Institute; and industrial education tours. Based on responses to a faculty questionnaire, the PROF experience was judged to extend beyond teaching and the classroom. It had a pervasive effect on participants' lives through increased self-understanding. Some program participants left the university to pursue new careers, others refocused their direction at the university, and some periodically reflect on their PROF experience when difficult decisions need to be made. (SW)

ED214464 HE014932

Markert, Ronald J.
The Prediction of National Board Performance, Medical Specialty, and Location of Residency for a Charter Class.
Pub Date 20 Mar 82
Note-18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Achievement; *Certification; *Geographic Location; Grade Point Average; Higher Education; Institutional Research; Medical Services; *Medical Students; *Physicians; Predictive Measurement; *Predictor Variables; *Primary Health Care; Specialization; Statistical Analysis
Identifiers-Ohio; *Wright State University OH
Relationships among variables that may predict medical school graduates who will be licensed, will practice primary care medicine, and will select Ohio and southwestern Ohio as the location of their practice were evaluated with the 1980 initial graduating class of the Wright State University School of Medicine, Ohio. The following statistical analyses were performed: (1) correlations among 24 quantitative variables; (2) multiple regression with National Boards Average Part I and Part II as dependent variables and nine independent variables; (3)

contingency tables relating location of residency and type of practice with hometown and age at matriculation; and (4) logistic multiple regression with location of residency and type of practice as dependent variables and eight independent variables. Predictor variables included undergraduate grade point average (GPA), the four subtests of the Medical College Admission Test, age at matriculation, Biennium 1 GPA, clinical clerkship GPA, cumulative GPA, and 15 National Board scores. It is suggested that the results are valuable to the program evaluation and development efforts of a new medical school. The findings are pertinent for one class at one time period. The study is the first in a series that will examine various classes longitudinally and cross-validate findings from class to class and year to year. (SW)

ED214465 HE014933

Bordage, Georges

The Organization of Medical Disorders in the Memories of Medical Students and General Practitioners.

Pub Date Mar 82

Note-16p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 23, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Classification; *Clinical Diagnosis; Clinical Experience; Comparative Analysis; Diseases; Evaluation Criteria; Foreign Countries; Higher Education; Medical Evaluation; *Medical Students; *Memory; *Physicians; Problem Solving; Recall (Psychology)

Identifiers-Quebec

The applicability of Rosch and coworkers' concept of prototypes to the mental categorization of medical disorders, and the influence of clinical experience on those memory structures were studied with 100 preclinical medical students and 77 experienced physicians from Quebec, Canada. The third-year medical students were French-speaking and read English, and the physicians had 2 to 28 years of experience and practiced in predominantly French-speaking communities. Four experiments based on the Rosch (1975) research strategy were conducted to form a logical and converging sequence of evidence about the internal structure of 14 categories of medical disorders. The experiments investigated category norms, prototypicality ratings, family resemblance, and response time. It was found that the mental representation of the categories was better described by the overlapping feature of the prototype view of categorization than the criterial features of the deterministic view. Overall, the disorders with the highest prototypicality ratings were recalled earlier in a free-recall task than were the less prototypical ones; the higher the mean prototypicality rating of an item, the higher the mean family resemblance score. It took about one-half less time for students and one-third less time for physicians to judge category membership of central disorders as opposed to peripheral ones. Additionally, clinical experience did affect the internal structure of the categories: physicians used a narrower range of points on the prototypicality rating scales. It is suggested that prototypes are valuable in describing the internal structure of medical categories. (SW)

ED214466 HE014934

Holmes, Everlena M.; Andrew, Loyd D.

Operating Ratios and Institutional Characteristics Affecting the Responsiveness of Black Colleges and Universities to Professional Allied Health Programs.

Pub Date [Mar 82]
Note-8p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Allied Health Occupations Education; *Black Colleges; *Expenditures; *Financial Support; Higher Education; Income; *Institutional Characteristics; Operating Expenses; Predictor Variables; *Program Implementation

Factors that affect the implementation of professional allied health education programs were studied at 64 four-year black colleges and universities that had no such programs before 1975-76. By 1980, six of the institutions had implemented these programs. Twenty-seven operating ratios and seven institutional characteristics were analyzed, based on Financial Statistics and Opening Fall Enrollment data from the Higher Education General Information Survey (HEGIS) for the 1975-76 academic year. Statistical methodology consisted of cross-tabulation, t-tests, stepwise discriminant analysis, and cluster analysis. Findings were limited because of the recency of HEGIS data and the resulting small sample population. Findings suggest that institutions with more resources (education and general expenditures per full-time-equivalent student) were the institutions that had implemented programs. However, it was also found that the institutions that had initiated new allied health programs were spending more than they received, while those who had not implemented new programs were spending less than they received. Ten operating ratios that were identified as possible predictors of whether black schools had implemented the programs include: current funds expenditures/revenues; mandatory transfers for auxiliary enterprises expenditures/sales and services of auxiliary enterprises; education and general expenditures/full-time equivalent students; tuition and fees/education and general revenues; federal grants and contracts/educational and general revenues. A bibliography is appended. (SW)

ED214467 HE014935

Blumberg, Phyllis; And Others

Medical Students and Faculty Perceptions of Importance of Academic Milestones and Markers.

Pub Date Mar 82

Note-12p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Achievement; Academic Advising; Academic Aspiration; Clinical Experience; Evaluation Criteria; Failure; Grades (Scholastic); Higher Education; *Medical School Faculty; *Medical Students; Occupational Aspiration; Self Evaluation (Individuals); *Student Adjustment; *Student Attitudes; Student Evaluation; Student Participation; Success; *Teacher Attitudes

Faculty and medical students' conceptions of an optimal progression toward graduation as defined by academic and psychosocial markers were compared. Twenty-four academic indicators of success or difficulty, primarily examination scores or clerkship evaluations, and 10 other indicators of progress toward graduation were assessed by 23 faculty and 43 medical students. In general, the examination-related indicators were estimated to have similar importance by the students and the faculty. Students placed their major emphasis on passing the major examinations, while faculty gave equal value to evidence of academic excellence (e.g., high scores, publishing a paper, presenting one's own research), and evidence of participation in academic or professional organizations. It is suggested that these differences probably reflect the different career orientations of the faculty and students. Greater relative importance was placed on the negative indicators than the positive ones. Three items for which the faculty responded less homogeneously than did students were "attempted suicide," "sought psychiatric help," and "sought short-term counseling." Students perceived these three indicators more negatively than did faculty. The implications for academic advising of students' career orientation and attitudes toward grades are briefly addressed. (SW)

ED214468 HE014936

Chaffee, Ellen Earle

Rational Budgeting? The Stanford Case.

Pub Date 20 Mar 82
Note-34p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 1982).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Administrators; *Budgeting; Case Studies; *College Administration; College Role; *Decision Making; *Educational Objectives; Expenditures; Higher Education; Information Utilization; Models; Needs Assessment; Operating Expenses; Organizational

Objectives; *Organizational Theories; Private Colleges; *Resource Allocation
Identifiers-Provosts; *Stanford University CA

The budget decision making process at Stanford University, California, from 1970 through 1979 was evaluated in relation to the allocation of general funds to 38 academic departments. Using Simon's theory of bounded rationality and an organizational level of analysis, the Stanford decision process was tested for its rationality through triangulation, mixing qualitative and quantitative methods. The elements that must be present for rational decision making required that the provost who directed Stanford's budget process must have had a consistent set of budget allocation priorities throughout the decade; that he considered a wide range of expenditure alternatives simultaneously rather than sequentially; that he made budget decisions himself, with information about the likely effects and costs of each request; and that his choices were consistent with his prior goals. It is suggested that the provost considered the following four priorities to guide his decisions about allocating general funds in the operating budgets: academic importance, student interest, possibility for excellence in the program, and funding potential. The number of alternative expenditure requests considered by the provost is documented, and the evidence indicates that he made simultaneous decisions. Content analysis of the rationales for expenditure requests is evaluated along with a regression equation to determine whether the provosts made choices consistent with prior goals. Although the results suggest that the process was rational, the decision processes probably conform to more than one theoretical model. In addition, the decision process and decision outcome may be independent, so that one cannot be predicted from the other. A bibliography is appended. (SW)

ED214469 HE014937

Kuh, George D.

The Meaning and Measurement of Quality in the Undergraduate Experience.

Pub Date Mar 82
Note-40p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 1982).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-College Role; *Educational Assessment; Educational Benefits; Educational Objectives; *Educational Quality; *Evaluation Criteria; *Higher Education; Institutional Characteristics; *Outcomes of Education; Program Effectiveness; Student Attitudes; Student Characteristics; Student Development; Student Evaluation; Student Participation; *Undergraduate Study
Identifiers-Schemata

In an examination of the meaning and measurement of quality in the undergraduate experience, quality is compared with the conceptually similar but distinct concepts of adequacy and excellence. Most of the conceptual frameworks available for assessing quality are essentially unidimensional assessment strategies that rely almost exclusively on quantitative indicators such as student ability or library resources. The most pcpular multidimensional approach to assessing quality is the input-environment-output model. A redefinition of Stufflebeam's et al. planning and evaluation model includes: context, input, involvement, and outcome. Using these categories, the opinion and empirical research related to quality were reviewed to assess indices of quality. Quantitative quality assessment usually focuses on institutional factors about which objective, standardized measures are available or can be collected, and produce data that (1) can be used for both intra- and interinstitutional comparisons; (2) are amenable to computer-assisted analytic procedures; and (3) are compatible with the psychometric paradigm. For qualitative quality assessments, manifestations such as students' reports of satisfaction with various aspects of the institution or observations of students' involvement in the classroom or other activities are primary data sources. Holistic quality assessments are concerned with: the purpose of the target programs, information about involvement and outcomes of college attendance, an action-orientation, multiple forms of data-gathering, a public and educative function, and a value orientation. (SW)

ED214470 HE014938

Forsyth, Patrick B.; Danisiewicz, Thomas J.

Value Orientations and the Effects of Professional Schools on Students.

Pub Date 20 Mar 82
Note-18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 20, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Business Administration Education; Education Majors; Engineering Education; Higher Education; *Humanism; *Individualism; Law Students; Library Education; Medical Students; Nursing Education; *Professional Education; Questionnaires; *Socialization; Social Work; *Values

The extent to which value orientations of professional students differ by occupational groups and by the socializing effects of professional schools on students was assessed. Approximately 1,150 students in nine major doctoral-granting universities participated. Based on work by Bengtson (1975), a humanism/materialism score was constructed for each professional student by summing scores for respect or recognition, attractive appearance, financial comfort, possessions, sense of accomplishment and skill, and by subtracting scores for a world at peace, service, and ethical life. Collectivism/individualism scores were constructed by summing scores for an exciting life and personal freedom and by subtracting scores for religious participation, loyalty to one's own, and patriotism. Three groups of students were distinguished: full-fledged professions (law and medicine); semi-professions (education, nursing, social work, and librarianship); and private enterprise professions (engineering and business administration). The private enterprise professional student scored on the humanist end of the continuum, whereas full-fledged and semi-professional students scored on the materialist end. The full-fledged professional students were relatively collectivist while the semi- and private enterprise students appeared more individualist. Members of the semi-professions appeared to be relatively materialist and individualist. There was no evidence of systematic differences in value orientations of professional student as they progress through their preparatory programs. It is suggested that the findings challenge some popular beliefs about professionals and professional students. A value ranking questionnaire is appended. (SW)

ED214471 HE014939

Petrie, Hugh G.; Alpert, Daniel

What is the Problem of Retrenchment in Higher Education?

Pub Date Mar 82
Note-52p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 1982).
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Administrative Organization; *Change Strategies; College Administration; College Environment; *College Planning; *College Role; Decision Making; Educational Objectives; Financial Problems; *Higher Education; Leadership Responsibility; Models; Organizational Change; *Organizational Theories; Problem Solving; Resource Allocation; *Retrenchment
Identifiers-Program Discontinuance; Research Universities

Single- and double-loop organizational learning are discussed in the context of higher education retrenchment. A model of the research university illuminates impediments to internal resource reallocation, program elimination, and integrative leadership, and suggests the need for alternatives to usual efforts to increase efficiency while retaining existing norms, goals, and organizational structures. It is suggested that if planning is done solely in terms of present images and structures, the planning may or may not be appropriate. If all that is needed is greater efficiency, then single-loop learning is feasible and adequate. Using existing images and norms for planning will not be useful in those cases in which the adaptive course of action requires changing the basic premises. There is also a larger context within which one can discuss both single- and double-loop learning. It is suggested that if one is in a position to consider various alternatives, it would not imply change for the sake of change, but might avoid hasty reaction to crisis. It is proposed that the university president has limited

influence on the institution's research or educational missions. The ultimate test of an institution's responses to retrenchment is the achievement of equilibrium between its functional activities and the external environment. When there is equilibrium, single-loop organizational learning is sufficient but when an institution faces dilemmas, double-loop learning is needed for survival. A bibliography is appended. (SW)

ED214472 HE014940

Estabrook, Marina

Faculty and Student Evaluations of College Classrooms.

Pub Date Sep 81
Note-18p.; Paper presented at the Joint Meeting of Evaluation Network and Evaluation Research Society (Austin, TX, September 1981).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Classroom Design; *Classroom Environment; Classroom Furniture; College Buildings; Higher Education; Institutional Research; *Interior Space; *Student Attitudes; *Teacher Attitudes; Temperature; Ventilation
Identifiers-Noise (Sound)

All 100 general assignment classrooms at a major university were evaluated by faculty and students, using faculty and student questionnaires. Respondents rated the classrooms they were currently occupying on a number of specific features and indicated what they liked the most and the least about the classroom. Thirty percent of the faculty found the classrooms in which they taught to be poorly or very poorly suited to their teaching purposes. Poor ventilation and poor temperature conditions were prevalent problems. Forty-four percent rated the aesthetics of classrooms as poor or very poor. The noise level, either inside or outside the classroom was considered distracting by approximately one-third of the instructors. The arrangement of student seating was unsatisfactory to about one-fourth of the teachers, and audiovisual facilities were judged inadequate by about one-fifth. The overall ratings of classrooms by students were higher than by faculty. Only 15 percent of the students rated the classrooms as poorly or very poorly suited to their learning purposes as opposed to 30 percent of the faculty rating the classrooms as poorly or very poorly suited to their teaching purposes. However, 33 percent of the students reported that classrooms were poorly suited for test-taking purposes. The storage areas for personal belongings and ventilation was rated as inadequate by about one-half of the students. Space between seats, aesthetics, and writing surface areas, and temperature were rated as inadequate by 28 to 43 percent of the students. The factors most important to overall classroom suitability were also analyzed. (SW)

ED214473 HE014941

Planning and Evaluation Information in the Office of Student Affairs: Review and Recommendations. A Report of the OSA Task Force on Research and Planning Information.

Minnesota Univ., Minneapolis. Office for Student Affairs.
Pub Date 15 Sep 81
Note-96p.
Available from-Office for Student Affairs, University of Minnesota, Minneapolis, MN 55455.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Accountability; Administrators; *Agency Role; *College Planning; Educational Quality; Evaluation Criteria; Higher Education; Information Needs; Institutional Research; Management Information Systems; Needs Assessment; Program Costs; *Program Evaluation; Research Methodology; Self Evaluation (Groups); *Student Personnel Services
Identifiers-*University of Minnesota

Types of planning and evaluation information already being gathered by the Office for Student Affairs (OSA), University of Minnesota, and recommendations for new efforts in the measurement of the volume of OSA's activities, the costs of OSA services/functions, and quality of OSA programs are examined. It is suggested that planning information in the OSA has not been consistent and systematic. Most of the planning and evaluation done in student affairs offices have been specific to particular units, often in response to ad hoc requests for information. It is suggested that OSA will be increasingly required to document the quantity, quality, and cost effectiveness of its services, and therefore will have to develop information systems that will consistently permit prompt but detailed response to information requests. In addition, planning information systems must not be so cumbersome or costly that they drain too much money or staff time from the actual delivery of services. A system for quantitatively describing the volume of activities and associating costs with these activities is proposed. The system requires a consistent reporting format and description of inputs (costs and staffing), while leaving units some choice in their selection of quantitative activity indicators. It is recommended that OSA units choose at least one technique derived from three major approaches to quality and impact assessment: management approach, self-study approach, and student outcomes approaches. Appendices include: an inventory of OSA planning and evaluation reports, and information on the state-of-the art of evaluation efforts in selected public service agencies and guidelines for peer review. (SW)

ED214474 HE014942

Hendricks, Glenn L.; Gersmehl, Carol

University of Minnesota Undergraduate Student Financing, 1980-81: A Study of Expenses and Sources.

Minnesota Univ., Minneapolis. Office for Student Affairs.
Pub Date 15 Oct 81
Note-32p.
Available from-Office for Student Affairs, University of Minnesota, Minneapolis, MN 55455.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Access to Education; College Housing; Commuting Students; *Financial Needs; Grants; Higher Education; Income; Institutional Research; On Campus Students; *Parent Financial Contribution; Scholarships; Self Supporting Students; *Student Costs; *Student Employment; *Student Financial Aid; Student Loan Programs; *Undergraduate Students
Identifiers-*University of Minnesota

Information concerning expenses and income during 1980-81 of 406 randomly selected University of Minnesota undergraduates was obtained through a survey. Undergraduates estimated their total 1980-81 expenses to have been on average $4,286, which was 59 percent more than the $2,690 reported during a similar 1974-75 survey. Students living at home reported on average only 60 percent as much expense as those who did not live with their parents. The chief single expense was room and board, which cost on the average $2,094. Seventy-one percent reported working during the school year, and for those who worked, 35 percent of their income was derived from employment. Only 44 percent indicated that parents contributed any cash to meet their expenses, and grants were an income source for 33 percent, while 27 percent indicated they used loans to meet their expenses. Recipients of grants and scholarships rose from 19 percent in 1974-75 to 33 percent in 1980-81, while loan recipients nearly doubled from 14 to 27 percent in that same six-year period. Only eight percent of the respondents did not work at some time during the year. The mean of estimates of earnings from employment during the school year for full-time students was $2,300, with a median of $1,700. Overall, parental contributions remain at about the same percentage from 1974-75 to 1980-81. About a quarter (and about half of the aid recipients) of the respondents felt that without financial aid assistance they would be forced to withdraw from school. (SW)

ED214475 HE014944

Matross, Ronald; And Others

The Image and Reputation of General College: A Survey of the University Community.

Minnesota Univ., Minneapolis. Office for Student Affairs.
Pub Date 15 Jul 81
Note-114p.
Available from-Office for Student Affairs, University of Minnesota, Minneapolis, MN 55455.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Academic Aptitude; *Academic Standards; College Faculty; College Role; College Students; General Education; Higher Education; Institutional Characteristics; Institutional Research; *Nontraditional Students; Open Enrollment; *Open Universities; *Reputation; School Counselors; Student College Relationship
Identifiers-*University of Minnesota

The image and reputation of General College (GC) of the University of Minnesota was studied in 1981 through telephone interviews of 619 students, faculty, and counselors. Eighty-six percent of GC students, 87 percent of the university counselors, and 63 percent of high school counselors rated GC as very important. Seventy-seven percent of GC students said that they would attend GC again if they had it to do over; reasons for this view included the supportive environment, specific GC programs or courses, the use of GC as a stepping stone to other colleges, and the openness of GC to students with poor scholastic records or inadequate backgrounds. Despite the basically positive views toward the college, 44 percent of GC students said that GC has a negative reputation on campus, and 59 percent said that others looked down on GC students. While most students in the other colleges said that they personally saw GC as fairly or very important, they also concurred that most students on campus look down on GC students and that GC has a negative reputation. Faculty tended to be less certain than were the students about the negative reputation of GC on campus, and generally assigned somewhat lower ratings concerning the importance of GC than did the students. All surveyed groups except GC students, saw GC students as having less academic ability than other university students. Both groups of counselors tended to be positive toward GC and to see it as having a distinctive and important role; many respondents commented on the need for more informational and public relations efforts from GC. A questionnaire and comments by respondents arranged by department are appended. (SW)

ED214476 HE014945

Matross, Ronald

Accessible Transit: A Survey of the Riders of Wheelchair-Accessible Buses at the University of Minnesota.

Minnesota Univ., Minneapolis. Office for Student Affairs.
Pub Date 1 Jul 81
Note-33p.
Available from-University of Minnesota, Office of Student Affairs, Minneapolis, MN 55455.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Accessibility (for Disabled); *Bus Transportation; *College Students; *Commuting Students; Higher Education; Institutional Research; *Physical Disabilities; Physical Mobility; Questionnaires; School Buses; School Surveys; Student Attitudes; Student Personnel Services; Travel; Use Studies; *Wheel Chairs
Identifiers-*University of Minnesota

Results of a survey of riders of wheelchair-accessible buses at the University of Minnesota are summarized. Handicapped and nonhandicapped riders were surveyed in May 1981 to determine their personal characteristics and their reactions to the service. Responses from 1,236 riders indicated support for the concept of accessible transit and satisfaction with the current service. Both disabled and nondisabled gave relatively high marks to the current service. Ten percent or fewer said that the routes, the number of buses, the comfort, the number of stops, and the ease of getting on and off the buses needed improvement. Many of the 63 people with physical disabilities who were riding the buses on the day of the survey were not only positive toward the service, but reported that the service had benefited them in several ways. Most said that the service had saved them energy and effort, and had made them less likely to be late for classes. Approximately a third said that the service had expanded the range of alternatives they would consider taking, or had already allowed them to take courses that they could not have taken otherwise. Ninety-four percent of respondents said that the special bus service should be continued or expanded. Most riders knew that they were riding a specially equipped bus, although about one in six did not. About 80 percent of all riders had ridden on the adapted buses at least once in the previous week. Those with disabilities were more likely to have ridden five to eight times in the past week (30 percent) than were those without disabilities (15 percent). The questionnaire is appended. (SW)

ED214477 HE014946

Murphy, Peter

New Approaches for Improving the Managerial Capacity of Post-Secondary Institutions.

Pub Date Sep 81

Note-15p.; Paper presented at the International Conference on Higher Education (5th, University of Lancaster, England September 1-4, 1981). Some pages may not reproduce well due to light print on original document.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Administrator Education; *College Administration; Community Colleges; *Extension Education; Foreign Countries; *Graduate Study; Higher Education; Internship Programs; Leadership Training; *Management Development; Masters Degrees; *Postsecondary Education As a Field of Study; Seminars; Summer Programs; Technical Institutes

Identifiers-University of Victoria (British Columbia)

New career programs being developed at the University of Victoria for postsecondary administrators are described, which are designed to improve the managerial capacity of community colleges and technical institutions in British Columbia. The graduate cooperative program consists of an academic session, an administrative internship, and a research project. The academic component includes studies in governance, theory of administration, education, planning, personnel management, policy-making, and educational finance. During the internship, the student identifies a problem that the sponsoring organization considers to be worthy of investigation. The Commonwealth Exchange Program offers educational administrators unique learning experiences designed to enrich both their professional and personal lives. The 24-month graduate program consists of on-campus and off-campus components. A series of professional seminars bring the administrators in contact with a variety of field personnel, and completion of six units of course work at summer school is required. Another program is the master's degree for educational administrators, a 24-month program consisting of on-campus and on-site components, and distance education. This program enables administrators to improve their competencies without terminating employment. Professional seminars supplement packaged material and help to promote interpersonal relations among students, faculty, and field administrators. (SW)

ED214478 HE014947

Van Dusen, William D.; And Others
The CSS Guide to Implementing Financial Aid Data Processing Systems.
College Entrance Examination Board, New York, N.Y.
Report No-ISBN-0-87447-134-6
Pub Date 80
Note-53p.
Available from-College Board Publications Orders, Box 2815, Princeton, NJ 08541 ($8.95).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Computer Oriented Programs; *Data Processing; Federal Aid; Financial Aid Applicants; Higher Education; *Information Systems; Institutional Research; Interprofessional Relationship; Long Range Planning; Money Management; *Need Analysis (Student Financial Aid); Office Management; Program Development; *Program Implementation; Reports; State Aid; *Student Financial Aid; Systems Approach
The College Scholarship Service guide to implementing financial aid data processing systems is presented, based on conferences that promoted information exchange between data processing and financial aid administrators. The following topics are addressed: long-range planning, the rationale and organizational basis for financial aid, specific financial aid programs, functions of a system and system modules, relationships between the aid office and other offices on the campus that are important in the development of financial aid office data processing systems, and converting from a paper operation. The functions of a financial aid office can be grouped into six modules that are duplicated in most offices whether they use a manual or an automated system: application tracking, a need analysis, packaging, award notification, disbursement and fiscal management, and research and reporting. Four essential characteristics for an automated financial aid system are comprehensive data files, multiyear operations, flexibility, documentation. Decisions must be made regarding the following: mini versus maxi, online versus batch, and package versus in-house development. Additionally, guidelines for developing a financial aid data processing system are presented. Interfaces between the aid office and the admissions, registrar's, business, and other offices are addressed, and the following financial aid programs are examined: Basic Educational Opportunity Grants, Supplemental Educational Opportunity Grants, National Direct Student Loans, College Work-Study, Federally Insured/Guaranteed Student Loans, other federal programs, state scholarship and grant programs, and institutional private aid programs. (SW)

ED214479 HE014948

Sherman, Pamela; And Others

Fear of Success and Achievement Anxiety in Reentry Versus Non-Reentry Women.

Spons Agency-City Univ. of New York, N.Y. Center for Advanced Study in Education.
Pub Date Mar 82
Note-10p.; Paper presented to the Annual Meeting of the American Educational Research Association (New York, NY, March 1982).
Available from-Sigmund Tobias, Institute for Research and Development in Occupational Education, Center for the Advanced Study of Education, 33 West 42nd St., New York, NY 10036.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Achievement; Achievement Need; Adult Students; *Anxiety; College Attendance; *College Students; Comparative Analysis; Emotional Response; *Fear of Success; *Females; Goal Orientation; Higher Education; Homemakers; Nontraditional Students; *Reentry Students; *Sex Role

Women who reenter college after years of work or family responsibilities were compared to women with similar backgrounds who do not reenter school on measures of fear of success and achievement anxiety. A questionnaire designed to determine reentry status, age, socioeconomic standing, facilitating and debilitating anxiety, and fear of success was administered. Subjects were randomly assigned to either the "Anne" or "John" cue from Matina Horner's original 1968 study of fear of success, based in part on negative imagery expressed in the cue-elicited stories reflecting concern about success. The Alpert-Haber

Achievement Anxiety test was used to measure achievement anxiety. Responses were analyzed for 94 women, ranging in age from 19 to 61 years, who were either being counseled for school or job reentry, taking undergraduate classes at a City University of New York campus, or participating in women's clubs in Manhattan. Findings indicate that there are no differences in fear of success between women who reenter school after working or raising a family and those who do not. Women in both groups tended to write more fear of success stories to the "Anne" cue, but not to a statistically significant degree. Descriptions of the fear of success construct appear to have a good deal in common with both achievement motivation and anxiety in achievement situations that, in the past, have had high relationships with the achievement anxiety scales. The highest multiple correlation between fear of success and facilitating and debilitating anxiety was obtained when "Anne" was used as the cue to measure fear of success. A bibliography is appended. (SW)

ED214480 HE014950

Gray, Richard H.

On the Role of the State in the Governing of Higher Education: A Bibliography of Lyman A. Glenny. Public Administration Series: Bibliography P-929.

Vance Bibliographies, Monticello, Ill.
Pub Date Mar 82
Note-18p.
Available from-Vance Bibliographies, P.O. Box 229, Monticello, IL 61856 ($2.25).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Accountability; Budgeting; *College Planning; Educational Assessment; Educational Quality; Federal Aid; Financial Policy; *Governance; Government Role; *Government School Relationship; *Higher Education; Long Range Planning; Resource Allocation; *State Aid; State Government; *Statewide Planning; Student Characteristics; Trend Analysis
Identifiers-*Glenny (Lyman A)

A bibliography of materials authored or coauthored by Lyman A. Glenny from 1951 through 1981 on the role of the state in the governance of higher education is presented. Topics include the following: quality and accountability and statewide review procedures; the role of the state in the governance of higher education; response to stress at 10 California colleges and universities; funding higher education; state budgeting for higher education; higher education and manpower planning; the role of the governor and legislature in management of higher education; the political economy of the process of state budgeting for higher education; institutional research in postsecondary education; state and federal issues relating to monitoring and planning of adult and continuing education; demographics, financing and policy for higher education; diversity for students; new socioeconomic and demographic trends that affect articulation; state coordination of two-year college financing; state tax support of higher education; effects of change on university research and teaching; statewide planning; the impact of federal aid programs on statewide planning for higher education; the planning of graduate education at the state level; long-range planning; and state coordination of higher education. (SW)

ED214481 HE014951

Fitzgerald, Laurine E.

Academic Advisors: The Boundary Spanners.

Pub Date 81

Note-17p.; Paper presented at the Annual Meeting of the National Academic Advising Association (Indianapolis, IN, October 1981).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Advising; Career Counseling; College Students; *Faculty Advisers; Higher Education; School Orientation; Student Adjustment; *Student College Relationship; Student Needs; Student Placement; *Teacher Role

Identifiers-Catastrophe Theory

Perspectives on the roles of academic advisors are considered. It is suggested that academic advisors are often "boundary spanners," those who participate in two or more aspects of the activities of the institution. Academic advisors' functions cut across multidisciplinary lines, affecting curricular decisions and curriculum development, career planning and placement, serving orientation and retention programs, and articulating campus-wide and sometimes community referrals. Historically in postsecondary education in the United States, centralized or focused advising has been closely allied with professional schools and with single-purpose curricular offerings. The emergence of liberal arts, general education, or individualized study leads to decentralized advising, usually by an individual faculty member. As greater focus is directed to the relationship of education and employment, with specialized or preprofessional or professional education considered important to students and their parents, centralized advising has been rapidly developing. Catastrophe theory, which describes situations in which continuous changes in one variable may produce discontinuous changes in another vector, may be useful. It is suggested that academic advisors could be influential within the institution in the acceptance of professional skills and services, or in the development of a professional body of skills for implementation. Academic advisors have insight into the level of preparation of students, student life styles, and their aspiration and inspiration levels, and can instruct campus managers and faculty about the living and learning nature of students. By utilizing the concept of catastrophe theory, uncommon results can be anticipated or described. (SW)

ED214482 HE014953

Readjustment Counseling Programs for Vietnam Veterans. Hearing Before the Subcommittee on Hospitals and Health Care of the Committee on Veterans' Affairs, House of Representatives, Ninety-Seventh Congress, First Session. Parts I and II.

Congress of the U.S., Washington, D.C. House Committee on Veterans' Affairs.

Pub Date 15 Jun 81

Note-84p.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Alienation; Career Counseling; Counseling Services; *Emotional Adjustment; Environmental Influences; Federal Legislation; Federal Programs; Hearings; Higher Education; Human Services; *Outreach Programs; *Peer Counseling; Public Policy; *Rehabilitation Counseling; Stress Variables; *Veterans; Veterans Education; Well Being

Identifiers-Veterans Administration; *Vietnam Veterans

Testimonies regarding readjustment counseling programs for Vietnam Veterans, held by the Subcommittee on Hospitals and Health Care of the House of Representatives Committee on Veterans' Affairs, are presented. Views on the way which vet centers are being used, the effectiveness of the centers, and ways in which the service provision of the centers can be improved are presented by representatives of a VA Medical Center, various Vet Centers, veterans associations, and individuals. Stephen B. Levenberg suggests that (1) the Vet Center program use a novel concept in mental health treatment by using trained survivors of a trauma to treat other victims of the same trauma, and (2) that the diagnostic entity of post-traumatic stress disorder did not exist until 1980. Wyche Fowler notes that a large part of the suffering of Vietnam veterans is not only from war experiences but also from the lack of reception they received when they came home. Harry Doughty notes some symptoms that occurred in Vietnam veterans, including the inability to conform to stateside duty, a lack of respect for superiors, marital problems, alcohol and drug abuse, and feelings of isolation. He suggests that not recognizing the Vietnam experience and its impact on the youthful soldiers resulted in alienation among some veterans. However, the Vet Centers have provided veterans with a sense of caring about them as individuals. He suggests that Vet Centers should remain autonomous and outside the VA medical centers. Joseph Gelsomino suggests that in addition to readjustment counseling for the Vietnam veterans, community sensitization to the plight of the veterans had been a part of the whole process. Additional testimonies are presented. (SW)

ED214483 HE014954

Maintaining Quality in Troubled Times. Pacific Rim Association for Higher Education Annual Conference (2nd, Seattle, Washington, October 13-14, 1981).

Pacific Rim Association for Higher Education.
Pub Date Oct 81
Note-72p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Community Colleges; Cooperative Programs; *Doctoral Degrees; *Educational Administration; *Educational Quality; Education Majors; Elementary Secondary Education; Financial Problems; *Foreign Countries; Higher Education; Intercollegiate Cooperation; Retrenchment; Service Occupations; *State Universities; Teacher Education
Identifiers-California State University Los Angeles; China; Micronesia; Oregon; Oregon State University; Portland State University OR; University of Oregon; Washington

Proceedings of the Pacific Rim Association for Higher Education 1981 conference are summarized. Authors and the summarized papers are as follows: "Maintaining Quality in Troubled Times: The University Perspective" (George M. Beckmann); "Maintaining Quality in Troubled Times: The Community College Perspective" (Don A. Morgan); "Report from China" (Charles E. Odegaard); "The Pacific Rim in a Broader Context" (Roy Bentley); "Dichotomous Models of Academic Quality" (Robert E. Cuthbert); "Teacher Training, Truk District, Federated States of Micronesia: An Evaluation" (Bernadette V. Wehrly); "Quality Assurance in an Emerging Discipline: Service Industry Education" (Denney G. Rutherford); and "Oregon's Joint and Tri-University Doctor of Education Programs: An Attempt at Effective Resource Utilization Through Inter-University Cooperation" (Paul K. Preuss). Attention is directed to public research universities, including the University of Washington; the importance of image and competition for the community colleges; conditions in other countries; teacher training programs in elementary and secondary education in Micronesia designed for Trukese educators and learners through the assistance of California State University, Los Angeles; the acquisition of terminal degrees and journal article publication by faculty in the field of hotel and restaurant administration; and a cooperative Doctor of Education Degree Program in Educational Leadership offered by Portland State University, the University of Oregon, and Oregon State University. (SW)

ED214484 HE014956

Lemish, Donald L.

The Foundation Handbook: A Private Foundation Approach to Fund Raising at State Colleges and Universities.

American Association of State Colleges and Universities, Washington, D.C.
Pub Date 81
Note-34p.
Available from-American Association of State Colleges and Universities, One Dupont Circle, Suite 700, Washington, DC 20036 ($3.50).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Educational Finance; *Endowment Funds; Financial Needs; Financial Policy; *Fund Raising; Grantsmanship; Higher Education; Investment; *Philanthropic Foundations; *Private Financial Support; Program Implementation; Resource Allocation; *State Colleges; *Trusts (Financial); Volunteers
Identifiers-Bylaws; Donors (Assets)

Guidelines for state colleges and universities who wish to use a foundation as an umbrella organization for receiving all private gifts, restricted and unrestricted, are presented. In examining the need for a foundation, attention should be directed to: establishing credibility, marshalling volunteers, providing for a mechanism for accepting life income agreements, increasing investment potential, and diminishing political influence. Guidelines for policy implementation should include the following points: coordinating appeals for funds and approaches to donors; accepting, recording, reporting, and acknowledging gifts; establishing minimum funding requirements; formulating budgets for fund raising programs; preparing fund raising literature; maintaining prospect files; recognizing donors; and involving and using volunteers. Sample fund-raising policy and guidelines and a sample case statement that describes the institution's need for private support are included. Steps in the process of incorporating the foundation are outlined, and a sample articles of incorporation and a sample set of bylaws are presented. The sample articles are for a closed foundation and the sample bylaws are for an open foundation. A provision for unlimited membership is the only major difference between the two. Information is also presented on choosing directors, finding start-up money, establishing accounts, and disbursing funds. Sample guidelines for establishing foundation funds and sample disbursement guidelines are included. The following types of accounts are described: general accounts, term accounts, endowment funds, and trust funds. (SW)

ED214485 HE014958

Kramer, Howard C.
Personal Dimensions of Increasing State Influence.
Pub Date [82]
Note-25p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Competition; Cooperation; *Government School Relationship;

*Group Dynamics; Group Structure; Group Unity; Higher Education; Interpersonal Relationship; *Organizational Climate; Organizational Theories; *Power Structure; *State Colleges; *State Government

Aspects of the relationships between state college and university representatives and state coordinating councils, and forms of intragroup behavior are considered. It is suggested that within an interorganizational paradigm, knowledge of and ability in interagency coordination may be crucial to the future of higher education. Higher education is likely to face changes in organizational functioning brought about through mandates of pressures generated by the various power sources in their respective states. The institution must identify a person to represent the organization, and the situation of sending representatives to an intergroup transaction between institution and state government results in the establishment of different kinds of relationships. Attention is directed to the interaction between the institution's representative(s) and other persons or groups in the institution and the relationships between institution members. Institutional representatives may expect their efforts and accomplishments to be denigrated and misunderstood by those whom they represent. The distrust of one's representatives may be indicative of the multistep process of information boundary planning. The interaction among and between institution members when group representatives are absent may be influenced by three kinds of basic assumption group activity proposed by Bion (1961): dependence, fight-flight, and pairing. It is suggested that institutions can support and encourage representatives in recognizing and understanding the role that boundaries play in the life of all groups and the problems of boundary crossing that develop when one group interacts with another. Institutions can also seek ways of helping membership retain a sense of the primary mission of the institution. (SW)

ED214486 HE014966

Mingle, James R.

Redirecting Higher Education in a Time of Budget Reduction. Issues in Higher Education.

Southern Regional Education Board, Atlanta, Ga.
Report No-SREB-18-82
Pub Date 82
Note-9p.
Available from-Southern Regional Education Board, 1340 Spring Street, N.W., Atlanta, GA 30309.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Administrative Policy; *Budgeting; *College Planning; Declining Enrollment; Financial Problems; Financial Support; *Higher Education; Long Range Planning; Mergers; Personnel Policy; Program Costs; Resource Allocation; *Retrenchment; School Closing; *Statewide Planning; Tuition
Identifiers-Boston State College MA; Massachusetts; Program Discontinuance; University of Massachusetts

Adjustments that state policy-makers and institutions of higher education will need to make as they face cutbacks in public support and declining enrollments are described, based in part on a research project on retrenchment in higher education conducted by the Southern Regional Education Board. Given the long-term contractual obligations of colleges and universities to individuals and the significant size of personnel budgets, institutional administrators often have little choice in the short-term in determining the object of cutbacks. Some of these approaches may include using fund balances; reducing expenditures for such items as equipment, travel, and telephones; cutting energy costs, curtailing library expenditures, and reducing expenditures for secretarial help; deferring maintenance efforts, reducing course offerings, student services and counseling; and hiring freezes. However, these short-term solutions cannot deal adequately with the longer-term problems created by repeated reductions in public support. Alternative approaches to retrenchment are suggested: building of reserves and developing contingency plans, improving institution flexibility, raising revenue from nongovernmental sources, restricting access through enrollment limitations, reducing faculty personnel costs through academic program reduction, reducing administrative and academic support costs, and merging or closing institutions. The case of reorganized statewide governance in Massachusetts and the merging of Boston State College and the University of Massachusetts is briefly described. (SW)

ED214487 HE014969

The College, the University and the Foreign Student.
National Association for Foreign Student Affairs, Washington, D.C.
Pub Date 79
Note-25p.; Reprint of 1963 report with new foreword.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Advising; Admission Criteria; Cooperative Programs; Counseling Services; English (Second Language); *Foreign Students; *Higher Education; *International Educational Exchange; School Orientation; *Student Adjustment; Student Needs

Ways in which American colleges and universities can strengthen their foreign student programs are examined. It is suggested that foreign student programs now in operation in U.S. colleges should be viewed as part of the total international commitment of each institution and should be coordinated and interrelated with all other aspects of that commitment. There is a new dimension in educational exchange: the increasing use of education as a means of furthering the economic, political, and social development of emerging countries. These objectives cannot be achieved except by cooperation among universities, governments, foundations, international organizations, and other agencies. With respect to admissions, the basic task is to admit those students whose objectives can best be served by the resources of a particular university. In some cases, this may mean admitting an applicant from a developing country whose background may not be equal to that of a candidate from an educationally more advanced nation. Prior competence in English should not be a decisive criterion for admission, but sufficient training in English should be made available to those who need it. Foreign students need help in mastering the operations of the American campus and they should be exposed to American life in its broadest aspects. Academic advising should take place throughout the student's educational career, and academic advisers should work closely with the foreign student adviser. In addition, personal counseling of foreign students is an important component of the university's responsibility. It is proposed that adequate programs of services to foreign students require more institutional budgetary support than is now being assigned for this purpose. (SW)

ED214488 HE014971

Myers, Michael M.

Preparing Students for College: The Need for Quality. Issues In Higher Education.

Southern Regional Education Board, Atlanta, Ga.
Report No-SREB-19-82
Pub Date 82
Note-9p.
Available from-Southern Regional Education Board, 1340 Spring Street, N.W., Atlanta, GA 30309.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Education; *Academic Standards; Access to Education; *Admission Criteria; College Bound Students; College Entrance Examinations; *College Preparation; College Students; Educational Change; Educational Quality; Elementary Secondary Education; *Grade Inflation; Grades (Scholastic); *Graduation Requirements; Higher Education; Improvement Programs
Identifiers-*United States (South)

Evidence of decline in academic performance and academic standards in schools and colleges, and examples of reform are considered, based on work of a Southern Regional Education Board (SREB) task force. Declining scores on college entrance examinations and other standardized tests imply that students have been learning less in high school. Symptoms of slackened standards include continued grade inflation, more lenient high school graduation requirements, and lower college admissions requirements. There is widespread agreement among experts in education that the quality of the curriculum greatly influences achievement. Some trends in the United States include: a serious decline in electing to

take more advanced academic courses and a marked reduction in content and expectations in advanced courses students do take. Students in the South, making higher grades in high school, have scored substantially lower on the Scholastic Aptitude Test than students nationally. High school graduation requirements in the 14 SREB states are identified. Additionally, admissions practices of colleges according to three categories of accessibility or selectivity are identified for the United States and the South for 1979. A decline in selectivity, as measured by college entrance test scores, has occurred in most colleges, including leading universities. It is suggested that to be effective, reforms must align college preparatory programs in high schools with the academic prerequisites of college work. Examples of schools' efforts to elevate academic standards are cited. In addition, some individual colleges are tightening their entrance requirements, and several states are making progress in their efforts to improve the preparation of college-bound students. (SW)

ED214489 HE014972

Crase, Darrell
Death Education's Quest for Maturity.
Pub Date [82]
Note-14p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Attitude Change; *College Programs; Course Content; Curriculum Design; *Death; Educational Demand; *Educational Objectives; Higher Education; Interdisciplinary Approach; Research Needs; *Teacher Qualifications

Concerns regarding death education and its quest for professional maturity are considered. The following issues are addressed: teacher preparation and quality control, student outcomes, course content, consumer acceptance, and research/assessment. Questions pertaining to teachers include whether they have specialized skills to teach death education and whether they are competent to teach adults and young children, and what methods of self-development they have utilized in preparation for the teaching role. Administrators must insure that teachers assigned to death education have undergone significant development via course work, perusal of literature, participation in appropriate training programs, and other accepted means. Teachers must not only be prepared in the subject matter, they must feel comfortable discussing it. Currently, there is no licensure/certification of teachers of death education. Authorities generally view the broad goals of death education as including information about death-related phenomena, affective aspects that encompass the examination and clarification of personal values, consumer concerns, and sociopsychological and ethical issues related to death. It is suggested that an interdisciplinary approach to instruction can best achieve

expected outcomes. Course enrollments at the university level continue to be strong and even must be limited in many situations. It is anticipated that education for adults about the death of children and children's reaction to death will be important concerns. Limited research has been published on death education and has focused on attitude assessment. The knowledge base must be expanded through controlled research supportive of the educational enterprise. (SW)

ED214490 HE014983

Ostar, Roberta H.; Ryan, Cathryn
Survey of AASCU Presidential Spouses: Myths and Realities.
American Association of State Colleges and Universities, Washington, D.C.
Pub Date Oct 81
Note-15p.
Available from-American Association of State Colleges and Universities, One Dupont Circle, Suite 700, Washington, DC 20036 ($1.00).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-College Housing; *College Presidents; Employment Experience; *Family Involvement; Governing Boards; Higher Education; Institutional Characteristics; Participant Characteristics; *Place of Residence; *Professional Associations; Responsibility; *Spouses; Volunteers
Identifiers-*American Association of State Colleges and Univs
Spouses of presidents and chancellors at public colleges and universities belonging to the American Association of State Colleges and Universities (AASCU), were surveyed in 1981 to provide a factual basis for program discussions by spouses at future annual meetings and summer councils, and to validate some assumptions and dismiss some myths about the spouses. AASCU has had a professional program for spouses since 1974. The survey included questions dealing with description of the spouse's institution; statistics on the spouse, including the percentages of salaried or voluntary careers; housing arrangements; the host role; and the relationship of the spouse and the governing board. Of the 314 spouses who were mailed questionnaires, responses are analyzed for 42 percent. All respondents except one were female, and almost half were in the 50 to 60 age group. Responses indicated the diversity of orientations of the spouses, from those who considered being the president's spouse their full-time volunteer career to those who definitely did not. More than one-third stated that they had a salaried or paid career. Nearly two-thirds were required to live in a university-owned house. Of those not living in a university-owned house, more than half received some housing allowance. Presidents and spouses living in their own homes hosted only one-third fewer university functions than did their counterparts living in university-owned homes. Hosting services were not provided to spouses in proportion to the number of events hosted, but were related more directly to the type of

housing. About one-half of the spouses felt that the board has a clear perception of the president's spouse's role and that these perceptions concurred with their own. A questionnaire is appended. (SW)

ED214491 HE014985

Hartman-Haas, Hope J.

Holistic Education: Beyond the Traditional Basic Skills.

Pub Date 82
Note-8p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Basic Skills; *Behavior Development; *Cognitive Development; *College Instruction; Educational Objectives; Higher Education; *Holistic Approach; *Interdisciplinary Approach; Learning Modalities; Student Needs

Perspectives on holistic education, which encompasses a comprehensive view of the student and concern with the totality of factors that affect the student's education and life, are considered. Based on the view that there is an intimate link between cognitive and affective development, the holistic approach advocates that educational institutions should be intellectually and emotionally nourishing. It is suggested that an integrated, holistic approach to basic skills instruction (i.e., all courses teach reading and thinking and listening) may: provide more opportunities for systematically developing skills, facilitate internalization of these skills within the student's psychological framework, and enable utilization of these skills in a broader range of contexts. Developing intellectual skills through content courses is a defining characteristic of holistic education. Whether through multidisciplinary courses or separate content courses, cognitive skills should be taught across the curriculum. In addition, through a multidisciplinary focus, students may obtain a clearer understanding of the different contributions of the various disciplines as well as obtain a greater appreciation of the complexity of the material they are studying. It is suggested that presenting material across modalities (e.g., visual, auditory) and in a variety of ways within modalities (e.g., visual, pictoral, written) can be beneficial. The educational context includes the immediate environment in which education occurs, the home, the workplace, and the broader community, society and world. The holistic approach should start by preschool and continue throughout graduate school. (SW)

ED214492 IR009882

Zuckernick, Arlene

Towards a Model for Satellite-Based Instruction at the University of Victoria. Report on the ANIK-B Experimental Project, September 1979 to June 1980. Summary Report.

Victoria Univ. (British Columbia).
Pub Date Jun 80
Note-26p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Communications Satellites; *Education Courses; *Experimental Programs; Foreign Countries; Formative Evaluation; Higher Education; Instructional Materials; Models; *Professional Continuing Education; Reading Teachers; *Supervisory Training; *Telecourses
Identifiers-*Canada; *Distance Education; University of Victoria (British Columbia)

This report on an experimental project in distance education via the ANIK-B satellite, which was undertaken by the University of Victoria in 1979-80, highlights in detail those aspects that could serve as components of a model for a similar effort, and incorporates the pertinent data obtained during a formal evaluation of the project. The report comments on the strengths and weaknesses of the satellite-based instructional system at the specific levels of administration and operation in distance delivery of university programs; assesses the success of the two education courses developed and produced by the project from the participant's viewpoint; assesses the technical viability of operating the satellite-based instructional system at the University of Victoria; and makes recommendations regarding the role of the satellite manager during the experimental period and in the future. The two courses presented, ED-B 435 "Supervision of Instruction" and ED-B 480 "Teaching Reading in the Primary Grades," are discussed in terms of the ad hoc model that evolved. Components of this model include the project team, course components, the course design procedures, field arrangements, and University of Victoria project administration. (Author/MER)

ED214493 IR009897

Report of the Task Force on Reorganization. Paley Library.
Temple Univ., Philadelphia, Pa. Univ. Libraries.
Pub Date 80
Note-106p.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Academic Libraries; *Administrative Organization; Data Analysis; Data Collection; History; *Library Planning; Needs Assessment; Organizational Change; *Program Development; *Self Evaluation (Groups)
Identifiers-*Library Operations; Mission Statements; Organization Charts; Task Force Approach; *Temple University PA

A self-examination of the Central Library System (CLS) at Temple University was undertaken by a task force made up of staff members to examine the current organizational structure in the light of technological, financial, curricular, enrollment, and library service considerations, as well as such organizational concerns as work flow, appropriate staffing, and reporting relationships. Each library department was asked for a description of its operations, including an organizational chart, and a master organization chart for CLS was prepared based on these data. Additional information on the background of the CLS was assembled by the task force, and the structure of four libraries at universities comparable to Temple was examined. Data on the individual departments were analyzed in terms of strengths and weaknesses and interviews were held with each department along with library administrators to discuss the findings. In the design phase, emphasis was placed on two main problems: one relating to the organization of functions, and the other to the structure of library administration. Design options were discussed with cooperating consultants, and three alternative organization plans were developed which comprise the major part of this report. (RBF)

ED214494 IR009901

Schwarz, Philip J.

Specifications for a Computerized Library Circulation Management Data and On-Line Catalog System.

West Central Wisconsin Library Computing Cooperative, Menomonie.
Pub Date Jul 80
Note-262p.
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-Bids; *Design Requirements; Electronic Equipment; Information Systems; *Library Automation; *Library Catalogs; *Library Circulation; *Online Systems
Identifiers-*Turnkey Systems; Vendors

This manual is intended primarily for libraries that wish to purchase a turnkey automated circulation system and online catalog, but lack the staff, time, and expertise to develop a set of specifications, or the money to hire consultants. Specifications are provided to assist in the selection from several options: (1) development of an in-house system, (2) replication of an existing system, (3) custom design of a system by a software house, (4) purchase of services from a service bureau, or (5) purchase of a turnkey system. Two major areas are covered in detail. The first provides information on the rules and conditions governing competition when dealing with vendors of turnkey systems, while the second outlines the operating environment for the projected system and proceeds to describe the functional requirements for an automated circulation system and online catalog. A series of appendices include concrete details on hardware, specifics of an existing turnkey system, systems operating profiles, manpower support requirements, test procedures, evaluation instruments, library hours, rental resources, and price quotations. (RAA)

ED214495 IR009907

Bryson, Kathleen; Mayo, Lynn

A Conservation Plan for the Transylvania University Library.

Pub Date 6 Aug 81
Note-54p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Climate Control; College Libraries; Library Acquisition; *Library Collections; Library Education; *Library Facilities; *Library Materials; Library Personnel; Objectives; Planning; *Policy; *Preservation
Identifiers-Bylaws; *Friends of the Library; Library Funding; Rare Books; *Transylvania University KY

This assessment of the conservation needs of the Frances Corrick Thomas Library begins with an examination of the architectural and environmental peculiarities of the existing building, which is seen as a major obstacle to achieving an effective conservation program. Needs are identified and recommendations for immediate and intermediate action, as well as long term plans, are provided for the library building and library materials. Activities recommended for immediate action require little or no funding, e.g., the development of written guidelines for emergencies and disasters. Plans for intermediate action focus on measures for conservation in the Rare Book Room and Special Collection Archives. Upgrading of conditions in other library areas is recommended under long range building plans. The discussion of library materials covers special collections, recent preventive conservation measures taken, a program for replacing worn books, and the microfilming of medical theses and heavily used books. Library staff and patrons are discussed in terms of training in the proper care of books and acquiring funding. Four appendices include a statement of aims and goals, the library collection development policy, library special collections policy, and a proposal for the establishment of a Friends of the Library organization. Thirteen references are listed. (RBF)

ED214496 IR009908

Schwarz, Philip; Olson, Linda

Examination of Potential Management Decisions Based upon a Core Collection Derived from Last Circulation Date Data. Research Report No. 1.

Pub Date Nov 81
Note-53p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Classification; College Libraries; Data Analysis; *Data Collection; Decision Making; Library Acquisition; Library Administration; *Library Automation; *Library Circulation; *Library Collections; Policy; Predictor Variables; Research Methodology; Use Studies
Identifiers-*University of Wisconsin Stout; *Weeding (Library)

This study was conducted to fulfill two objectives: to gather the data necessary to define the core collection, i.e., a subset of the holdings that can be identified with reasonable assurance as being able to fulfill a certain predetermined percentage of the future demand on the present collection, and to examine the value of these data as a management tool in a small university library. The core collection was identified by collecting samples from circulation records and shelved materials and recording on cards the latest due date and circulation date for each item, along with its accession number. The cards were then manually sorted into groups by 6-month periods for analysis. A juxtaposition of the circulation and collection data was used to determine the percentage of circulation that was being met by given percentages of the collection. This collection analysis technique is expected to be useful in the conversion of manual records for automated circulation, the evaluation of collection development policies, and the establishment of continuity in a weeding program. The report includes discussions of these applications, the background of the library, assumptions and definitions used in the study, 20 references, and 24 tables of data. (RBF)

ED214497 IR009922

Crouch, Dora; And Others

Indexing in Art and Architecture: An Investigation and Analysis. Report to the Council on Library Resources.

Spons Agency-Council on Library Resources, Inc., Washington, D.C.
Pub Date Jun 81
Note-51p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Architecture; *Indexing; Library Surveys; *Subject Index Terms; *Thesauri; *Visual Arts

Funded by the Council on Library Resources, this project surveyed thesauri in the fields of art and architecture to seek out existing projects and analyze their content and form. It found that no comprehensive or standardized thesaurus presently exists for art and architecture; rather individual subjects are tailored to meet the needs of a particular collection. The introduction sets forth general findings and the rationale for a general thesaurus, acknowledges the primacy of Library of Congress subject headings, and analyzes the strengths and weaknesses of that and other systems discussed. The main body presents eleven especially innovative systems: Art Index; Architectural Periodicals Index (RIBA); Artbibliographies Modern; Avery Index to

Architectural Periodicals; E. Betz, "Subject Headings Used in the Library of Congress Prints and Photographs Division"; R. Chenhall, "Nomenclature for Museum Cataloging"; DARIS, "Dictionary of Materials, Medium, and Technique;" the computerized index of the "Journal of the Society of Architectural Historians"; the "Thesaurus of Iconographic Terms" of the Public Archives of Canada, Picture Division; RILA (International Repertory of the Literature of Art); and the Subject Authority File of the Photograph Archive of the Yale Center for British Art. Names of persons consulted, and word lists reviewed are included in an appendix, as is the survey questionnaire. (Author/RAA)

ED214498 IR009932

Robinson, I. K.; And Others

Media Education in Scotland. Outline Proposals for a Curriculum.

Scottish Council for Educational Technology, Glasgow.
Pub Date Nov 80
Note-18p.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adult Education; *Communications; *Curriculum Development; Curriculum Evaluation; *Educational Media; Educational Resources; Educational Technology; Elementary Secondary Education; Films; *Film Study; *Foreign Countries; Mass Media; Teacher Education Curriculum
Identifiers-*Scotland

This document, prepared for the Scottish Council for Educational Technology and the Scottish Film Council, sets forth basic principles on which discussions of the future of media education in Scotland might be based. The nature and scope of media education are reviewed, and media education is portrayed as a means of helping children and adults to greater understanding of their own experience of the media by studying media messages or other products in the context of the various industries, institutions and professions involved in their productions; the economic, political and constitutional background to the development of these bodies; and the broader social and cultural setting in which media production and its reception by a variety of audiences, operates. The aims, objectives, content and methods for media education for primary school, early secondary, later secondary, further and community education, and teacher education are described in the form of curriculum outlines, and problems and issues regarding provision and organization of resources as well as the need for effective methods of assessment of media education curricula are also discussed. (CHC)

ED214499 IR009933

Cowle, Kevin, Ed.

Media Education. A Report on the Media Education Conference Jointly Held by the Scottish Film Council, Jordanhill College of Education, and the Scottish Council for Educational Technology (Dowanhill, Glasgow, November 29, 1980).

Scottish Council for Educational Technology, Glasgow.
Pub Date May 81
Note-111p.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Case Studies; *Communications; Conferences; *Critical Reading; Elementary Secondary Education; *Film Study; Foreign Countries; Higher Education; *Newspapers; Socioeconomic Influences; *Television; Visual Literacy
Identifiers-*Critical Viewing; *Scotland

These proceedings include papers presented and summarize information and ideas exchanged by teachers and educators concerned with the development of media studies in all sectors of education in Scotland at a 1-day conference. The first part of the conference considered the nature and concept of media studies and the degree to which such studies could be carried out within the existing curricular structure. Following an introductory address by John Caughie, the participants discussed the questions brought up by the speaker in mixed seminar groups. The seminar groups also examined case studies related to their areas of interest and the summaries of these discussions are reported. The conference concluded with an open forum where delegates were invited to direct questions and comments arising from the day's deliberations to a panel of educationists with a particular interest in the development of media education. The appendix includes copies of the introductory paper and the three case studies that were presented in the seminar groups. (CHC)

ED214500 IR009957

Computer-Based National Information Systems. Technology and Public Policy Issues.

Congress of the U.S., Washington, D.C. Office of Technology Assessment.

Pub Date 81

Note-178p.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-Administration; *Computers; *Computer Science; Data Processing; Employment; *Federal Government; Federal Regulation; Industrial Structure; *Information Systems; Innovation; Privacy; Productivity; Public Agencies; *Public Policy; Tables (Data); *Technological Advancement

Identifiers-Computer Security; Congress; First Amendment; Fourth Amendment; *National Information Systems

A general introduction to computer based national information systems, and the context and basis for future studies are provided in this

report. Chapter One, the introduction, summarizes computers and information systems and their relation to society, the structure of information policy issues, and public policy issues. Chapter Two describes the background and purpose of the study, and Chapter Three examines the current states of computer technology and information industries and their projected future developments. These topics are elaborated on in Chapters 13 and 14. Political, economic, and social trends are identified in Chapter Four, and Chapter Five discusses political, economic, and social trends that affect the use of computer-based information systems. An analysis of selected policy issues which may confront Congress over the next decade are discussed in Chapters Six to 12 and include innovation, productivity, employment, privacy, computer systems security, government management of data processing, society's dependence on information systems, constitutional rights, and regulatory and other issues. (RBF)

ED214501 IR009999

Gianutsos, Rosamond
Using Microcomputers for Cognitive Rehabilitation.
Pub Date Aug 81
Note-11p.; Paper presented at the Annual Meeting of the American Psychological Association (Los Angeles, CA, August 1981).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Allied Health Personnel; *Cognitive Processes; *Computer Oriented Programs; *Computer Programs; *Microcomputers; *Neurological Impairments; *Rehabilitation
Identifiers-Bellevue Hospital NY; *Cognitive Therapy
Many useful diagnostic procedures and therapeutic exercises associated with cognitive therapy can be conducted with a popular interactive computing system such as that in use at Bellevue Hospital. When purchasing a computer for this purpose versatility and availability of software, serviceability, modularity, and speed are factors to take into consideration. Other factors include color, graphics, program storage, and memory. Computer programs are available that are designed specifically to test and treat both perceptual and memory dysfunction, and commonly available programs such as Target Practice, Space Invaders, and Towers of Hanoi can also be used. A description of the treatment of a motorcycle accident victim provides a clinical example of the use of microcomputers as an adjunct to treatment. (MER)

ED214502 IR010008

Leppmann, P. K.; Herrmann, I. F.

PSI--What Are the Critical Elements?

Pub Date Aug 81

Note-9p.; Paper presented at the Annual Meeting of the American Psychological Association (Los Angeles, CA, August 24-28, 1981).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Individual Testing; Intermode Differences; *Lecture Method; *Mastery Learning; *Pacing; *Teaching Methods

Identifiers-*Personalized System of Instruction

The effects of distributed study, self-pacing, a criterion of mastery, and individualized testing were examined by assigning 422 students in an introductory psychology course to one of four different teaching/learning systems. The first encompassed a traditional lecture/discussion group format. The second employed the personalized system of instruction (PSI) method, consisting of programmed instructional materials, individualized unit-testing and a criterion of mastery. The third required the student to write a weekly test covering the assigned chapter in the text; students were tested in groups and there was no criterion of mastery. The fourth group wrote weekly tests with a mastery criterion. They received credit only if they passed the unit tests on one of three trials. The means of the scores on a common final exam differed significantly for all four groups. The PSI group achieved the highest mean scores, followed by the weekly testing groups, with and without mastery. The group exposed to the traditional lecture/seminar format had the lowest mean score. Six references and one table are included. (Author/CHC)

ED214503 IR010061

Preservation Conditions, Practices, and Needs in the General Libraries. A Report by the Preservation Committee.

Texas Univ., Austin. General Libraries.
Pub Date 31 Aug 81
Note-153p.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Cleaning; Climate Control; College Libraries; Humidity; *Library Materials; Library Personnel; Library Surveys; Lighting; *Policy; *Preservation; Questionnaires; Repair; *Storage
Identifiers-*Library Operations

The survey documented in this report was conducted in 1981 to investigate the preservation conditions, practices, and needs of the units of the University of Texas at Austin General Libraries. The report is divided into six major portions. The first five sections report the responses to questionnaires on specific formats: books and serials; audiovisual materials (including microforms); newspapers; maps; and archives, manuscripts, and broadsides. Processing, storage conditions, handling, and repair are considered in each section. The sixth section is concerned with environmental conditions, including air conditioning, humidity, lighting, and particulate control and related housekeeping functions. A narrative summary, preliminary recommendations on how to

better environmental conditions or materials conservation, and collated responses to the questionnaires are provided for each section. Copies of the survey instruments are appended. (Author/RBF)

ED214504 IR010062

Kraus, Krandall, Ed.; Biscoe, Eleanor, Ed.

Summary Proceedings of a Symposium on Educating Librarians and Information Scientists To Provide Information and Library Services to Blind and Physically Handicapped Individuals (San Francisco, California, July 2-4, 1981).

Library of Congress, Washington, D.C. National Library Service for the Blind and Physically Handicapped.

Pub Date Jul 81

Note-42p.; Partial funding provided by R. R. Bowker Co.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Attitudes; Federal Legislation; Hearing Impairments; History; Information Scientists; Librarians; *Library Education; Library Research; Library Schools; *Library Services; *Physical Disabilities; *Visual Impairments

Identifiers-Florida State University; *Librarian Attitudes; *National Library Services for the Blind; University of Minnesota

Presentations and discussions held during the 3-day meeting center on the education of librarians to meet the needs of handicapped individuals. The keynote address reviews legislation and agencies dealing with disabled persons, as well as library education on services to the handicapped. Other presentations include a historical review of the National Library Services for the Blind and Physically Handicapped; the results of an attitude survey of librarians toward disabled persons; a discussion on incorporating instruction for service to blind and handicapped individuals into the library science curriculum; a description of the University of Minnesota's course on library information service for the handicapped; a discussion of independence for disabled persons within the context of their disabilities; a program description of library and information service for handicapped individuals in San Francisco; and suggestions to library schools to enhance capabilities of people serving the disabled. Reports of discussion groups and recommendations to the Association of American Library Schools, American Library Association, and the Round Table of Libraries for the Blind are included. Appended are recommendations of a group of participants who met informally after the symposium, recommendations reported to the International Federation of Library Associations, and symposium participants. (RBF)

ED214505 IR010064

Rayman, Ronald; Goudy, Frank Wm.
Publication Activity of Academic Library Directors.
Pub Date 80
Note-13p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Libraries; Administrator Evaluation; *Administrator Qualifications; *Administrators; Comparative Analysis; Doctoral Degrees; Library Administration; *Library Science; *Publications; Statistical Analysis
Comparative statistical analyses of publication records for the library directors of the 50 largest academic libraries in the United States revealed that: (1) total years of library experience bore no relation to publication activity; (2) the directors' publication records were generally average when compared to the field as a whole; and (3) the acquisition of advanced academic degrees, especially the library science doctorate, resulted in an increased rate of publication. Statistics for this report, which were compiled from citations in Library Literature and Library Science Abstracts/Library and Information Science Abstracts, included information gathered from several sources regarding total years of library experience and academic degrees held. Footnotes include 12 references. (Author/RAA)

ED214506 IR010065

Report of METRO Task Force to Study NYSILL.
New York Metropolitan Reference and Research Library Agency, N.Y.
Pub Date Dec 81
Note-72p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Interlibrary Loans; Library Cooperation; Library Materials; *Library Networks; Library Surveys; Questionnaires; Regional Cooperation; *Regional Programs; *Shared Services; Statewide Planning; Tables (Data)
Identifiers-*New York; *New York (New York)

This report examines interlibrary loan traffic in the New York City area and how it interfaces with the New York State Interlibrary Loan System (NYSILL), and recommends possible alternative methods by which the regional libraries might share resources. It is the final product of a special task force of the New York Metropolitan Reference and Research Agency and its conclusions and recommendations parallel those in a state report by the Commissioner's Committee on Statewide Library Development. The report includes the membership of the task force, demographic information on the city's population and libraries, the charge to the task force, conclusions and recommendations including a detailed proposal for a regional interlibrary loan system, the description of the study itself, the methodology used to profile the city's existing system and the current operations of NYSILL, and responses to 13 specific questions included in the original charge to the task force. Two appendices include a questionnaire--Survey of Interlibrary Borrowing by METRO Libraries, and questions sent to NYSILL/Albany--NYSILL Activities of Metro Area Libraries: Statistics 1981. (RAA)

ED214507 IR010066

Davis, Ollye G., Comp.
So You Are Doing Research! An Annotated Guide to Library Materials in Political Science and Related Fields. Third Edition.
Southern Center for Studies in Public Policy, Atlanta, Ga.
Pub Date 79
Note-73p.
Available from-Southern Center for Studies in Public Policy, Clark College, 240 Chestnut Street, Atlanta, GA 30314 ($6.00).
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Annotated Bibliographies; *College Libraries; College Students; *Information Seeking; Library Guides; *Library Instruction; *Political Science; *Reference Materials; Social Sciences

The third edition of an annotated guide to library materials is designed and intended for students majoring in political science; however, it would also be useful for instructors and students in the other social science disciplines. This handbook is divided into two sections: General Reference Books in the Social Sciences, and Guides and Bibliographies related to specific fields of study, with emphasis on political science. General Reference Books is an annotated listing of general guides, handbooks, library catalogs, periodical and book review indexes, and government documents useful for most general areas of the social sciences. The other section lists materials such as handbooks, indexes and abstracts, and library catalogs which apply to related fields of study, ranging from aging to urban studies. An author/title index is provided. (Author/RAA)

ED214508 IR010067

Vita, Susan H.; And Others

International Federation of Library Associations Annual Conference Papers. Bibliographic Control Division: Bibliography and Cataloguing Sections (47th, Leipzig, East Germany, August 17-22, 1981).

International Federation of Library Associations, The Hague (Netherlands).
Pub Date Aug 81
Note-115p.; For other conference papers, see ED 213 431-438 and IR 010 068-075.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Books; *Cataloging; Classification; Comparative Analysis; *Cooperative Planning; Foreign Countries; Guidelines; *International Programs; Library Cooperation; *Library Materials; National Libraries; Publications; *Standards
Identifiers-Anglo American Cataloging Rules; China; East Germany; France; *International Standard Bibliographic Description; Machine Readable Cataloging; National Bibliographies; USSR; West Germany

This set of papers delivered to the Bibliographic Control Division of the International Federation of Library Associations (IFLA) during its 47th annual conference (1981) includes: "Cataloging in Publication in the United States--Problems and Prospects," by Susan H. Vita; "Development and Coordination of Bibliographic Activities: Experiences of the GDR and Her Central Management and Coordinating Agency at the Deutsche Bucherei," by Gerhard Pomassl; "AACR2 and International Standards," by Frances Hinton; "Application of IFLA Recommendations in the French Cataloging Standards," by Francoise Finelli and Genevieve Boisard; "ISBDs in RAK," by Irmgard Bouvier; "Comparison of the USSR Rules of Bibliographic Description with ISBDs and the New IFLA Recommendations for Corporate Headings," by O.I. Babinka, N.I. Gerasimova, and I.S. Dudnik; "Chinese MARC Format for Books," by Lucy Te-Chu Lee and others; and "Classification in German Libraries," by Gunther Pflug. (JL)

ED214509 IR010068

Line, Maurice B.; And Others

International Federation of Library Associations Annual Conference Papers. Collections and Services Division: Interlending, Rare and Precious Books, and Exchange and Acquisition Sections (47th, Leipzig, East Germany, August 17-22, 1981).

International Federation of Library Associations, The Hague (Netherlands).
Pub Date Aug 81
Note-110p.; For other conference papers, see ED 213 431-438 and IR 010 067-075.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Centralization; Comparative Analysis; Contracts; Developing Nations; Foreign Countries; *Interlibrary Loans; *International Programs; Legal Problems; Library Acquisition; *Library Collections; *Library Cooperation; Library Networks; Library Services; National Libraries; *National Programs; Planning; Publications; Publishing Industry; Union Catalogs
Identifiers-East Germany; Incunabula; UNESCO; USSR

This set of papers presented to the Collections and Services Division of the International Federation of Library Associations at its 47th annual conference (1981) includes: "Planning Interlending Systems in Developing Countries," by Maurice B. Line; "Problems of Centralisation of Inter-Library Lending in a De-Centralized Library System in the GDR," by Friedhilde Krause and Erika Rother; "The International Publications of the Leipzig Firm of Tauchnitz 1837-1943," by William B. Todd; "Report on the UNESCO Study on the Practical Effects of Existing International Conventions on the Exchange of Publications," by Peter Genzel; "Report on the Activities of the Section on Exchange and Acquisition since 1978," by Frans Vanwijngaerden; "On the Medium-Term Programme of the Section on Exchange and Acquisition 1981-1985," by Peter Genzel; "National Legal Regulations for the Exchange of Publications and How They Are Implemented, A Comparative Study," by Frans Vanwijngaerden; "Progress Report: Union Catalogue of Incunabula," by Ursula Altmann; and "Development of Interlibrary Loan in the USSR," by N. G. Samokhina. (JL)

ED214510 IR010069

Gude, Gilbert; And Others

International Federation of Library Associations Annual Conference Papers. General Research Libraries Division: Parliamentary Libraries and National Libraries Sections (47th, Leipzig, East Germany, August 17-22, 1981).

International Federation of Library Associations, The Hague (Netherlands).
Pub Date Aug 81
Note-99p.; Best available copy. For other conference papers, see ED 213 431-438 and IR 010 067-075.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Databases; Depository Libraries; Federal Legislation; Foreign Countries; *Government Libraries; Government Publications; *Library Automation; Library Collections; Library Personnel; Library Role; *Library Services; National Libraries; *Online Systems; Planning; *Reference Services; *Research Libraries
Identifiers-Congressional Research Service; East Germany; Latin America; Lenin Library (USSR); National Library of Venezuela; Parliament (United Kingdom); Swedish Parliamentary Library; West Germany

This set of papers presented to the General Research Libraries Division of the International Federation of Library Associations (IFLA) during its 47th annual conference (1981) includes: "The Effect of the Introduction of Computers on Library and Research Staff," by Gilbert Gude; "Libraries as Information Service Agencies (IVS)," by Franz Georg Kaltwasser; "How the Parliamentary On-Line Information System at Westminster was Planned," by Dermot Englefield; "The Swedish Parliamentary Library and the Official Government Publications," by Lennart Gronberg; "Legal Deposit Legislation in the German Democratic Republic," by Helmut Lohse; "The Role of National Libraries in Latin America: The Example of the Biblioteca Nacional of Venezuela," by Yola Medina McLeod; and "Role of the State Lenin Library of the USSR in the Realization of the UAP Programme in the USSR," by N. S. Kartashov. (JL)

ED214511 IR010070

Loveday, Anthony J.; And Others
International Federation of Library Associations Annual Conference Papers. General Research Libraries Division: University Libraries Section (47th, Leipzig, East Germany, August 17-22, 1981).
International Federation of Library Associations, The Hague (Netherlands).
Pub Date Aug 81
Note-88p.; Best available copy. For other conference papers, see ED 213 431-438 and IR 010 067-075.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Academic Libraries; *Financial Support; Library Acquisition; Library Cooperation; Library Facilities; Library Materials; Library Networks; Library Personnel; Library Planning; Library Role; Library Services; *Library Standards; *Professional Associations; *Research Libraries
Identifiers-Australia; East Germany; United Kingdom; USSR
This set of papers presented to the General Research Libraries Division, University Libraries Section, of the International Federation of Library Associations during its 47th annual conference (1981) includes: "SCONUL (Standing Conference of National and University Libraries) and British University Library Standards: Some Observations on the Role Professional Organisations Have Played in the Improvement of University Library Provision in the United Kingdom," by Anthony J. Loveday; "The Role of Professional Associations in the Development of Academic Library Standards," by Dr. Beverly P. Lynch; "Recent Trends in Resource Acquisition in Australian Academic and Research Libraries," by G. G. Allen and J. R. Brockman; "Effective Supply of Literature and Information for Study and Research by Uniformly Directed and Planned University Libraries and Libraries of Other Higher-Education Institutions," by Karl-Heinz Jugelt; "Standards for University Libraries," by K. W. Humphreys; and "Role of the University Library in the National Library System and Interlibrary Cooperation," by N. S. Avalova. (JL)

ED214512 IR010071

Wagenbreth, Hildegard; And Others

International Federation of Library Associations Annual Conference Papers. Education and Research Division: Library Schools and Other Training Aspects, and Round Table on Library History Sections (47th, Leipzig, East Germany, August 17-22, 1981).

International Federation of Library Associations, The Hague (Netherlands).
Pub Date Aug 81

Note-85p.; Best available copy. For other conference papers, see ED 213 431-438 and IR 010 067-075.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Developing Nations; *Foreign Countries; Group Status; *History; Inservice Education; Interdisciplinary Approach; *Librarians; Library Administration; *Library Education; Library Technicians; *Paraprofessional Personnel
Identifiers-Australia; East Germany; India; Libya; United States

This group of six papers centers on the development of library schools and the training of library personnel. "The Status of Professional Groups in Libraries and Library Education in the GDR," by Hildegard Wagenbreth and Helmut Kubitschek, East Germany, describes the training programs, apprenticeships, courses, and admission criteria of various colleges and universities for three groups of professional library personnel. Another paper from the same country, "The Subject Library History in the Training of Librarians in the GDR," by Alexander Greguletz, discusses the general principles and structure of programs to train librarians in library history. Discussions of the role of information infrastructures in developing countries and integrating library and information science education with museology and other disciplines are included in a paper from India, "Integrated Education for Librarianship and Allied Disciplines," by P.N. Kaula; seven references are listed. "Education for Librarianship and Inservice Training in Libya," by Mabruka O. Meherk of that country, presents a chronological history of library development in Libya and discusses institutions and courses offered there. Significant developments of paraprofessional training in the library/media field are described in "Education for Supportive Staff in the United States and Canada," by Josephine Riss Fang of the United States, and an Australian paper, "Library Management and the Education of Support Staff," by Edward R. Reid-Smith, includes a review of the status of library assistants in various countries. The last two papers have extensive reference lists. (RBP)

ED214513 IR010072

Bankole, E. Bejide; And Others
International Federation of Library Associations Annual Conference Papers. Education and Research Division: Editors of Library Journals and Serial Publications Sections (47th, Leipzig, East Germany, August 17-22, 1981).
International Federation of Library Associations, The Hague (Netherlands).
Pub Date Aug 81
Note-82p.; Best available copy. For other conference papers, see ED 213 431-438 and IR 010 067-075.
EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Abstracts; Definitions; Developing Nations; Foreign Countries; *Government Publications; Indexes; Layout (Publications); *Library Associations; *Library Science; *Newspapers; *Online Systems; *Periodicals; Union Catalogs
Identifiers-East Germany; National Serial Data System (West Germany); Nigeria; United States; West Germany
Four papers and two reports from three sections concerned with library science periodicals and serials publications in libraries include discussions of the role of library and information science journals and their coverage by indexing services as well as a description of an online system for serials, a report from the working group on newspapers, and definitions of official publications from 11 countries and agencies. Presentations include "Role of Library and Information Science Journal in the Development of Effective Library Associations," by E. Bejide Bankole of Nigeria; "The Efficiency of Library Journals with Regard to Readers and Documentation," by Reimar Riese of East Germany; "Library/Information Science Periodicals from Developing Countries: Coverage by the Major Abstracting and Indexing Services," by Nicholas L. Moore of the United States; and "The National Serial Data System in the Federal Republic of Germany," by K. W. Neubauer from West Germany. (RBF)

ED214514 IR010073

Kolodziejska, Jadwiga; And Others
International Federation of Library Associations Annual Conference Papers. Education and Research Division: Library Theory and Research Section (47th, Leipzig, East Germany, August 17-22, 1981).
International Federation of Library Associations, The Hague (Netherlands).
Pub Date Aug 81
Note-148p.; Best available copy. For other conference papers, see ED 213 431-438 and IR 010 067-075.
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Codes of Ethics; Coordination; Foreign Countries; History; *Library Associations; Library Planning; *Library Research; Library Role; *Library Science; Library Services; National Libraries; Seminars; *Use Studies
Identifiers-East Germany; France; Great Britain; International Federation of Library Associations; Japan; Poland; USSR; West Germany
Seven of these ten papers are concerned with library research in specific countries; the remaining three deal with library planning and ethics in research. Titles are "The Library as a Cultural Institution," by Jadwiga Kolodziejska, Poland; "The International Seminar 'Book and Library in Society' of the Polish Book and Readers Institute and the IFLA Section of Library Theory and Research: A Presentation of the Problems and Results of Contemporary User and Reader Research," by Diann

D. Rusch, West Germany; "The State of Library Research in Japan," by Tamiko Matsumura; "The Planning and Co-ordination of Library Research in the UK," by Patricia Layzell Ward, England; "The Coordination of Library Research in the German Democratic Republic," by Helmut Kubitschek, East Germany; "The Germanic National Museum in Nuremberg and the Beginnings of a German National Library," by Ursula Mende, West Germany; "Library Research in the Federal Republic of Germany," by Hans-Albrecht Koch, West Germany; "Library Planning and Centralized Library Services in the Federal Republic of Germany," by Dieter Oertel, West Germany; "Organization and Coordination of Research in the Field of Library Science," by V. D. Stelmakh, USSR; and "The Need for a Professional Code of Ethics in Research," by Michel Albaric, France. (RBF)

ED214515 IR010075

Geradts, Alice; And Others

International Federation of Library Associations Annual Conference Papers: Libraries Serving the General Public Division: Children's Libraries Section (47th, Leipzig, East Germany, August 17-22, 1981).

International Federation of Library Associations, The Hague (Netherlands).

Pub Date Aug 81

Note-79p.; Best available copy. For other conference papers, see ED 213 431-438 and IR 010 067-074.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Children; *Childrens Literature; Elementary Education; Foreign Countries; *Information Services; Instructional Materials; International Studies; *Library Instruction; *Library Services; Material Development; Outreach Programs

Identifiers-*Childrens Librarians; Denmark; East Germany; Great Britain; Library Users; Netherlands; Sweden; Thailand

These seven papers from the section on children's libraries address such topics as library services for children, training of children's librarians, outreach programs for children, bibliographic instruction, and children's literature. Titles of the presentations are "Children's Libraries Information Services to Children, Adults and Institutions," by Alice Geradts, The Netherlands; "Children's Library Users--Are They Adults?" by Malin Koldenius, Sweden; "Information and Documentation on Children's and Youth Literature in the GDR," by Heinz Wegehaupt, East Germany; "Information Concepts [illegible] Skills for Schoolchildren: An International Study on Ins[illegible]ional Materials and Their Development," by Ann Irving, England; "De[illegible]ment of Children's Literature in Thailand," by M. L. Joy Nanchivajrin; "Information Services for Children, Adults, Institutions and Organizations in the Context of Library Work with Children in the German Democratic Republic," by Irmgard Dressler, East Germany; and "Education and Training of Children's Librarians," by Aase Bredsdorff, Denmark. (RBF)

ED214516 IR010087

Hsu Ting, Lee-hsia

Chinese Libraries and Library Education, 1949-1980: Truth and Myth in the People's Republic of China.

Pub Date 29 Jun 81

Note-28p.; Paper presented at the Annual Conference of the American Library Association (100th, San Francisco, CA, June 29, 1981).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Communism; Foreign Countries; History; *Libraries; Library Collections; Library Cooperation; Library Education; Library Personnel; *Library Role; Library Services; Modernization; Political Issues; *Political Socialization

Identifiers-*China; Chinese Communist Party; *Cultural Revolution (China); Mao Tse Tung; Marxism

This paper presents a brief account, based upon available Chinese materials, of the history of Chinese libraries under communism. The discussion of the effects upon libraries of the changing political, economic, and social conditions of China after the founding of the People's Republic in 1949 is divided into four sections: the Young People's Republic and the First Five Year Plan, 1949-1957; the Second Five Year Plan and the Prelude to the Cultural Revolution, 1958-1965; the Cultural Revolution, 1966-1976; and After the Cultural Revolution, 1976-1980. Emphasis is placed upon the impact of changes within the Communist Party on library operations, library role, library collections, library use, and library development in Chinese society. Recent achievements in the rejuvenation of the Chinese library system after the arrest of the Gang of Four are outlined, and the current state of library education in China is described. (JL)

ED214517 IR010088

Anderson, James D.

Classification of Education and Research in Librarianship and Information Science. Report of a Project Submitted to the Board of Directors, Association of American Library Schools.

Pub Date Jun 78
Note-76p.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Classification; *Human Resources; *Information Science; *Library Education; *Library Research; *Library Science; Library Skills; Research; Thesauri
Identifiers-Classification Research Group; Dewey Decimal Classification; Library of Congress Classification; Universal Decimal Classification

In order to provide access to individual educators and researchers in library science on the basis of their specializations and types of research, a project was undertaken to develop a Classification of Education and Research in Librarianship and Information Science (CERLIS). A review was conducted of the treatment of library science materials in a number of existing classification schemes and thesauri, among them Library of Congress Classification, Classification Research Group Classification, and the Thesaurus of Information Science and Technology. CERLIS, the scheme tested during this project, is a twice-revised version of the Classification Research Group's Classification of Library and Information Science. Established to classify people rather than documents, CERLIS is designed for self-classification by the individual to be classified. The test version of CERLIS was sent to a random sample of 100 full-time personnel in library education programs, and 28 persons responded with completed classification forms. Specialization profiles and tabulations of the responses were then drawn up. Though there were some problems with CERLIS, testing indicated that it can be used by educators and researchers to describe their specializations, courses, and research. A guide to CERLIS is appended, and six tables, four figures, and a 23-item reference list accompany the text. (Author/JL)

ED214518 IR010090

Hortin, John A.

Experimental Phenomenology and Visual Literacy.

Pub Date 80
Note-25p.; For related documents, see IR 010 091-092 and IR 010 094.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Cognitive Processes; *Educational Research; Films; Futures (of Society); Imagery; *Learning Theories; Models; Television Viewing; *Visual Learning; *Visual Literacy; Visual Perception
Identifiers-*Phenomenology

Experimental phenomenology requires that educators acknowledge the experiences of the learner. Today, many of those experiences are images that come from television. In a behaviorist or humanist tradition, learning takes place through experience, and learners comprehend, make decisions, and analyze their behavior through reflection. Meaning is ascribed to past experience and television contributes to this passive, reflective stance. In fact, television processes images which are not directly experienced. Separating the programmed television image from the directly experienced image has become more difficult. However, phenomenologists maintain that ongoing or future experierces may be just as valuable as past experiences in terms of bringing meaning to our lives. Visual literacy provides training for understanding future experiences through visual thinking. The emphasis in visual literacy should be that it is a means to visual thinking and not just an understanding and creation of visual language. Through visualization, mental imagery, visual mapping, and introspection, the study of how man thinks, rather than how he behaves, becomes the fulcrum of investigation. Thus, an emphasis on future or projected reflection brings a fresh and new perspective to the power of visual literacy training in terms of decision-making, evaluation, self-image, and teaching strategy. An extensive bibliography is attached. (Author/MER)

ED214519 IR01C091

Braden, Roberts A.; Hortin, John A.

Identifying the Theoretical Foundations of Visual Literacy.

Pub Date 81

Note-30p.; Paper presented at the Annual Conference on Visual Literacy (13th, Lexington, KY, October 31-November 3, 1981). For related documents, see IR 010 090-092 and IR 010 094.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Definitions; *Educational Research; *Educational Theories; Interdisciplinary Approach; Literature Reviews; *Models; *Visual Learning; *Visual Literacy; Visual Perception

This study reviews historical thinking about visual literacy, addresses the issue of setting visual literacy's parameters, and provides a philosophy to link individual theories in this multidisciplinary movement. The report examines the roots of the visual literacy movement and the seminal literature in the field. It includes a categorizing of topics and fields of study in the visual literacy movement, and generates a broad position statement that locates visual literacy in relationship to its parent disciplines. A definition of visual literacy is proposed and a set of principles to foster further development of the theoretical foundations in this emerging area is postulated. An extensive bibliography is provided. (Author/MER)

ED214520 IR010092

Hortin, John A.

A Prospective Curriculum Using Visual Literacy.

Pub Date 80

Note-15p.; For related documents, see IR 010 090-091 and IR 010 094.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Competency Based Education; *Curriculum Development; Elementary Secondary Education; *Material Development; *Models; Public Schools; *Teaching Methods; *Visual Learning; *Visual Literacy

This report describes the uses of visual literacy programs in the schools and outlines four categories for incorporating training in visual thinking into school curriculums as part of the back to basics movement in education. The report recommends that curriculum writers include materials pertaining to: (1) reading visual language and understanding visual elements, (2) controlling our lives through images, (3) creating and designing visual information, and (4) thinking visually. Examples of how each of these given areas can be incorporated into a curriculum are given, as are techniques for teachers to provide this approach in their classrooms. Thirty-five references are listed. (Author/MER)

ED214521 IR010093

Hortin, John A.; Hause. Richard G.
Scriptwriting and Television Production.
Pub Date 80
Note-10p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Educational Television; Elementary Secondary Education; *Production Techniques; *Scripts; Teachers; *Videotape Recordings; *Writing Instruction

This paper discusses how scriptwriting can help educators to become more discriminating in determining effective techniques for analyzing and producing instructional television programs (ITV). The use of scriptwriting to design and develop locally produced videotapes is described, and special instructions are given for educators in settings where there are limited financial resources. Ways in which instructional television is currently incorporated into educational environments are mentioned and a 5-step approach for planning an instructional television script is provided. (MER)

ED214522 IR010094

Hortin, John A.
Visual Literacy and Visual Thinking.
Pub Date 80
Note-23p.; For related documents, see IR 010 090-092.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Cognitive Processes; Educational Research; *Ideography; Imagery; Language Acquisition; Literature Reviews; Teaching Methods; Visual Aids; Visualization; *Visual Learning; *Visual Literacy
It is proposed that visual literacy be defined as the ability to understand (read) and use (write) images and to think and learn in terms of images. This definition includes three basic principles: (1) visuals are a language and thus analogous to verbal language; (2) a visually literate person should be able to understand (read) images and use (write) visual language; and (3) a visually literate person should be able to process information visually in order to think visually. Noting that the third principle is supported by research findings, it is argued that teaching students to be visually literate involves sharing mental

strategies or processes that use mental imagery, visualization, mnemonics, dual coding, and symbolic systems to store information, interpret and develop ideas, solve problems, and process information. It is suggested that it is time to take another step toward the management of information by teaching people strategies and methods for thinking visually. An extensive bibliography is appended. (Author/MER)

ED214523 IR010096

Gill, Walter Arthur

Self-Concept Orientations and Modeling Observations of Delinquent Males through Talk/Film Sessions.

Pub Date 12 Aug 78

Note-23p.; Paper presented at a meeting of the National Association of Black Psychologists (St. Louis, MO, August 12, 1978).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Analysis of Variance; Behavioral Science Research; *Black Youth; *Delinquency; *Films; Group Discussion; Institutionalized Persons; Media Research; *Role Models; Self Concept; *Self Concept Measures; Tables (Data); Videotape Recordings

This study investigated the effects of viewing motion picture films depicting black models with accompanying discussions upon the self concept of delinquent males. The various dimensions of the self concept observed were esteem; social interest; identification with mother, father, teacher, friend; group identification; group identification with parent; egocentricity; and power, complexity, and individuation. The talk/film group was also compared to a self-directed group of delinquent males who videotaped, viewed the same films, and engaged in discussions, and to a group of delinquent males who only videotaped. The talk/film group attained significant differences on all self concept dimensions with the exception of identification with father and complexity. When groups were compared, significant differences were attained between the talk/film and self-directed groups on identification with father; the talk/film and videotaping groups on identification with friend; and between the talk/film and videotape groups on egocentricity. Thirty-five references are listed. (Author/LLS)

ED214524 IR010110

Fretwell, Gordon, Comp.
ARL Annual Salary Survey, 1981.
Association of Research Libraries, Washington, D.C.
Pub Date Jan 82
Note-47p.; For related document, see ED 198 830.
Available from-Association of Research Libraries, 1527 New Hampshire Avenue, N.W., Washington, DC 20036 (ARL members, $8.00; nonmembers, $10.00).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Libraries; College Libraries; *Librarians; *Library Personnel; *Library Surveys; *Research Libraries; *Salaries
Identifiers-*Association of Research Libraries
This report presents the results of the Association of Research Libraries (ARL) 1981 survey of librarians' salaries in 17 tables. A brief introduction summarizes the most significant statistical findings from the survey, and explanatory notes are provided. The major categories for which data are presented are: (1) salary levels for personnel in ARL libraries, (2) median and beginning professional salaries in ARL non-university libraries, (3) median and beginning professional salaries in ARL university libraries, and (4) distribution of personnel and average salaries for positions in ARL university libraries. A set of explanatory notes accompanies the statistical tables. (JL)

ED214525 IR010111

The Committee on Production Guidelines for Book Longevity: Interim Report on Book Paper.

Council on Library Resources, Inc., Washington, D.C.
Pub Date Apr 81
Note-18p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Books; *Definitions; Guidelines; Librarians; Library Associations; *Manufacturing Industry; *Paper (Material); *Preservation; Publishing Industry
Identifiers-Acid Free Paper

This report describes current book deterioration in libraries, the status and economics of acid free paper production, and categories of books which should be printed on acid-free paper. Recommendations are discussed for publishers and librarians regarding the use of acid-free paper. Technical guidelines on paper acidity, a table on manufacturers of acid-free paper identifying types, shades, and surfaces of paper as well as definitions and a list of members of the Committee on Production Guidelines for Book Longevity of the Council of Library Resources are provided. (Author/RBF)

ED214526 IR010112

Niles, Anne G., Ed.

The Dial Access Library for Health Professionals in Wisconsin: An Historical Account.

Wisconsin Univ., Madison, Univ. Extension.
Pub Date Jan 82
Note-102p.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Audiotape Recordings; *Dial Access Information Systems; Health Personnel; Information Retrieval; Library Services; *Medical Libraries; *Nurses; *Physicians; Professional Continuing Education; Program Evaluation; Statistical Analysis; Use Studies
Identifiers-*Medical Information Systems; *Wisconsin

The development of the telephone dial access service is described, including initial services, procedures, library service, promotion and publicity, evaluation, and experimental programs, as well as arrangements with other states, institutions, and agencies and a study of the feasibility of a national dial access library. The major portion of the report consists of appendices, which include: facts on the service and its operations, a comparison of 1971 and 1979 survey responses, a 1974-75 report on the service, samples of MD self-test materials, a summary of the conclusions of a feasibility study for establishing a national medical dial access information retrieval system, a chart indicating the number of calls by month, and a table indicating the number of calls by health professionals. Three references and a 24-item bibliography are provided. (RBF)

ED214527 IR010113

Pettit, Katherine D.

Emergencies and Problems: A Procedures Manual for Trinity University Library.

Trinity Univ., San Antonio, Tex.
Pub Date 81
Note-73p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Building Plans; *College Libraries; Directories; *Emergency Programs; Fire Protection; Higher Education; *Library Facilities; Medical Services; *Organizations (Groups); School Security; Weather
Identifiers-Bomb Threats; *Trinity University TX

The first of six sections in this manual outlines a series of steps to be followed when an emergency or problem occurs. These procedures are divided into four categories: (1) behavioral emergencies, i.e., bomb threats, building takeover, problem patrons, or thefts; (2) building emergencies, i.e., elevator failure, fire, flooding of building/water leaks, power failure; (3) medical emergencies, i.e., animal bites, death, drug or psychiatric problems, or fumes (possibly toxic); and (4) weather emergencies, i.e., heavy rain/icy conditions or tornados. Sources of assistance are listed in the second section under emergency organizations, which include emergency medical services, the fire department, hospitals, the infirmary, and security. Library floor plans in the third section indicate the location of fire alarms, fire extinguishers, and fire stairs. The remaining sections provide a listing

of members of the Library Executive Council with their home and office telephone numbers, a telephone directory of library administrators and emergency services, and a key word index to the manual. (RBF)

ED214528 IR010114

Green, Marilyn V.

Intergenerational Programming in Libraries: A Manual Based on the Experiences of the South Bay Cooperative Library System.

California State Library, Sacramento.
Spons Agency-Department of Education, Washington, D.C.
Pub Date 81
Note-212p.
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-*Aging (Individuals); Annotated Bibliographies; *Books; Children; Films; *Library Services; Older Adults; Program Evaluation; *Programs; Publicity; Public Libraries; Training; Volunteers; Workshops
Identifiers-*Intergenerational Programs; *South Bay Cooperative Library System CA

The first four of the 11 chapters in this manual focus on the background of the intergenerational program, various workshops, and additional training aids that were used, while chapters 5 to 9 and 11 provide information for other communities that wish to implement intergenerational programs. Topics covered include senior citizen volunteers in the library; publicizing the program using various media; special programs such as crafts, contests, dolls, games, quilting, and historical, genealogy, and music programs; and films on aging. An evaluation of the program at the South Bay Cooperative Library System and the questionnaires used are provided in chapter 10, and the final chapter identifies other intergenerational programs. Numerous and extensive annotated listings of relevant publications and organizations are provided in most of the chapters. The appendix also provides annotated citations of numerous publications on American farm life; aging and the aged; gerontology and intergenerational programming; picture books, and fiction for children, young adults and adults; as well as questionnaires on aging, slide shows on ageism, and lists of living and deceased famous people over 70 years old. (RBF)

ED214529 IR010115

Meeting Information Needs of the 80's. Report of the Commissioner's Committee on Statewide Library Development.

New York State Library, Albany.
Pub Date 30 Sep 81
Note-34p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-College Libraries; Elementary Secondary Education; Futures (of Society); Higher Education; Information Needs; Interlibrary Loans; *Libraries; Library Automation; *Library Cooperation; *Library Networks; Library Services; Postsecondary Education; School Libraries; *State Aid
Identifiers-Library Development; *New York; New York State Library

Recommendations designed to facilitate library development in the state of New York are presented in categories reflecting the five goals agreed upon by committee members: (1) the assurance of maximum access to all forms of information for all residents of the state; (2) the sharing of resources as broadly and as effectively as possible; (3) increased state and local financial support; (4) the adoption of new technologies and organizational changes to improve access to information and meet user needs and priorities; and (5) the coordination of development and services with the aid of the state library and the advice of concerned users. An overview of the libraries and library systems of New York State provides brief discussions of the various types of libraries and their functions; the characteristics and problems of public library systems, reference and research library resource systems, and school library systems, as well as interlibrary loan and regional networks; funding through state aid for the library systems, local library operations, and school and academic libraries; and the functions and problems of the New York State Library. (RBF)

ED214530 IR010116

Linking Californians for Learning: Next Steps for Telecommunications in California Postsecondary Education. Commission Report 81-28.
California State Postsecondary Education Commission, Sacramento.
Pub Date Nov 81
Note-101p.; For related document, see ED 178 085.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Adult Basic Education; Audiotape Recordings; *Computer Assisted Instruction; *Educational Needs; *Educational Television; Higher Education; Job Training; Networks; *Postsecondary Education; Professional Continuing Education; Public Affairs Education; Public Libraries; *Statewide Planning; *Telecommunications; Videotape Recordings
Identifiers-*California

A follow-up to the 1979 report, Using Instructional Media beyond Campus, this report describes a plan for making statewide use of available media for postsecondary education in California. The first of three sections provides a basic inventory of California's telecommunications resources, focusing on electronic means of transmitting information over long distances and time, e.g., television, radio, and telephone. The second section identifies five areas of knowledge as major social needs, including basic adult competencies or survival skills, and employment information and occupational skills, and discusses how these needs can be met on a statewide basis with electronic media. Primary barriers hindering the use of these resources by postsecondary institutions are identified as lack of incentives and coordination and high initial costs, and recommended steps for marshalling the necessary resources to meet the state's educational needs are described in the final chapter. The four appendices include a summary and findings of the first report on telecommunications issued by the commission, a reference list on major societal needs, and catalogs of taped instructional materials for postsecondary use. Six maps, three tables, and two figures illustrating typical cost patterns per student for classroom-intensive courses and technology-intensive telecourses are provided, as well as 19 references and an index. (RBF)

ED214531 IR010117

Report of the Statewide Continuing Library Education Advisory Committee on the Development of a Program to Meet the Educational Needs of New York Continuing Library Education Planners and Administrators.

New York State Library, Albany.
Pub Date 81
Note-77p.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Advisory Committees; Clearinghouses; Educational Needs; *Educational Planning; *Librarians; Library Networks; Library Schools; Postsecondary Education; *Professional Continuing Education; Questionnaires; Staff Development; *Statewide Planning; *Teacher Educator Education
Identifiers-*New York

The 5-year action plan, proposed to develop a cadre of continuing education specialists through a state level educational program for persons carrying out educational programming and planning for New York continuing library education, addresses two related needs: the need to improve the program planning process, and the need to provide people with diverse backgrounds representing a wide range of organizations and interests with the information necessary to respond to emerging continuing education issues. The plan consists of three elements: a continuing library education network, an information clearinghouse, and a multilevel training program. Activities appropriate to each element are outlined, including the publication of a directory of New York continuing library education providers, a biennial state level training program with regional spinoff training, informational idea exchange meetings during New York Library Association conferences and on a regional basis, and the creation and distribution of information packages. It is also recommended that a permanent state level continuing library education committee be established. This report defines the program planning process and identifies issues, knowledge needs, skills required, and fundamental attitudes useful for productive involvement in continuing library education. A draft contact list of continuing library education providers is appended. (RBF)

ED214532 IR010119

Executive Review in ARL Libraries. SPEC Kit #72.
Association of Research Libraries, Washington, D.C. Office of Management Studies.
Pub Date Mar 81
Note-111p.; Best available copy.
Available from-SPEC, ARL Office of Management Studies, 1527 New Hampshire Avenue, N.W., Washington, DC 20036 ($15.00, prepaid plus $2.00 handling charge per order).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Administrator Evaluation; Administrator Qualifications; College Libraries; Deans; *Evaluation Criteria; *Evaluation Methods; Faculty Evaluation; Higher Education; National Surveys; *Personnel Policy; Questionnaires; Research Libraries
Identifiers-Association of Research Libraries; *Library Administrators

This package of procedures and forms for the review of academic library directors includes two background papers as well as evaluation materials used by 14 members of the Association of Research Libraries (ARL). These materials, which include both library-specific and university-wide reviews of administrative personnel and/or faculty, were provided by Arizona State University, Dartmouth College, Louisiana State University, the University of Miami, Notre Dame University, the University of Oklahoma, Oklahoma State University, Pennsylvania State University, the University of Rochester, State University of New York at Albany, Southern Illinois University, Texas A&M University, the University of Toronto, and Washington State University. Background information is provided by "Performance Evaluations of Library Directors," by Marion P. Munzer, and the "Summary and Conclusions from Presidential Assessment," from the Association of Governing Boards of Universities and Colleges. (RBF)

ED214533 IR010120

External User Services. SPEC Kit #73.
Association of Research Libraries, Washington, D.C. Office of Management Studies.
Pub Date Apr 81
Note-130p.; Best available copy.
Available from-SPEC, ARL Office of Management Studies, 1527 New Hampshire Avenue, N.W., Washington DC 20036 ($15.00, prepaid).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Academic Libraries; Criteria; Fees; Higher Education; *Library Circulation; Library Cooperation; *Library Services; National Surveys; *Position Papers; *Reference Services; *Research Libraries

This collection of policies for providing access to the collections and services of research libraries for users who are not associated with the library's parent institution includes six examples of general access policies, three documents on reference service, five statements of circulation policies, and descriptions of four cooperative agreements. General access policies from Brown, Georgetown, New York, and Northwestern Universities, the Utah College Library Council, and the University of Utah address such issues as borrowing and reading privileges, fee and nonfee access, circulation regulations and use of collections, equipment, and special facilities. Reference service policies are presented for Colorado State University and the University of New Mexico, as well as the results of a survey of reference questions in three British Columbia university libraries. User categories, lending conditions, loan regulations, and circulation policy are the focus of statements on borrowing privileges from the Universities of Alberta, British Columbia, Cincinnati and Colorado/Boulder, and Emory University. The final section presents the Duke University and University of North Carolina cooperative library lending agreement, the Infopass Program of the Illinois Regional Council, reciprocal borrowing statement of the Pittsburgh Regional Library Center, and a reciprocal agreement between State Technical Institute and the University of Tennessee/Knoxville. (RBF)

ED214534 IR010121

Fees for Service. SPEC Kit #74.
Association of Research Libraries, Washington, D.C. Office of Management Studies.
Pub Date May 81
Note-114p.; Best available copy.
Available from-SPEC, ARL Office of Management Studies, 1527 New Hampshire Avenue, N.W., Washington, DC 20036 ($15.00, prepaid).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Academic Libraries; Databases; *Fees; Higher Education; *Interlibrary Loans; *Library Services; *Online Systems; Policy; Position Papers; Reference Services; *Reprography; *Research Libraries

Issues involved in user fees for library services at research libraries are discussed in 29 papers in six sections: (1) general fees for service policies, focusing on library service proposals to the non-University of British Columbia community and including fees to off-campus users at the Universities of Miami and Michigan; (2) effects of fees, describing loans to extramural borrowers at the University of British Columbia; (3) delivery and photocopy services, discussing those at UCLA Biomedical Library, Case Western Reserve University and the Universities of Pittsburgh and California/Berkeley; (4) interlibrary loan, identifying charges at Cornell University and the Universities of Pennsylvania, California/Berkeley, and Tennessee/Knoxville; (5) online search services, highlighting costs at the Universities of Georgia, Tennessee, New Mexico, and British Columbia, Michigan State University, Temple University, Southern Illinois University, Brigham Young University, and the Massachusetts Institute of Technology, and identifying databases available at Northwestern University Library; and (6) Communication with users, discussing visitor use of libraries at Harvard University, the Universities of Chicago, British Columbia, and California/Santa Barbara as well as the Regional Information and Communication Exchange at Rice University and Information Transfer Source at the University of Michigan. A brief overview of the background and issues is provided. (RBF)

ED214535 IR010122

Kline, Peggy S.; Books, Nancy A.

Internships and Job Exchanges: Internships in ARL Libraries. SPEC Kit No. 79.

Association of Research Libraries, Washington, D.C. Office of Management Studies.
Pub Date Dec 81
Note-105p.; Best available copy.
Available from-SPEC, ARL Office of Management Studies, 1527 New Hampshire Avenue, N.W., Washington DC 20036 ($15.00, prepaid).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Academic Libraries; College Libraries; *Exchange Programs; Guidelines; *Internship Programs; Librarians; *Library Personnel; Library Surveys; Position Papers; Postsecondary Education; Professional Continuing Education; Questionnaires; *Research Libraries

This collection of 26 documents on internships for entry-level professionals and personnel exchange programs for practicing librarians in university and research libraries includes internship guidelines, program plans, policy statements, summaries of in-house surveys on internship programs, and copies of questionnaires on library internships from Emory University, Pennsylvania State University, Stanford, Yale, Iowa State University, the University of Illinois, the National Library of Canada, the Smithsonian Institution, and the National Library of Medicine, among others. Also included are program descriptions, policy and procedures statements, and program application forms for library staff sharing and staff exchange programs at Stanford University, the University of California, the University of Arizona, Johns Hopkins University, Brigham Young University, the University of Connecticut, and others. (JL)

ED214536 IR010123

Online Bibliographic Search Services. SPEC Kit No. 76.
Association of Research Libraries, Washington, D.C. Office of Management Studies.
Pub Date Jul 81
Note-122p.; Best available copy.
Available from-SPEC, ARL Office of Management Studies, 1527 New Hampshire Avenue, N.W., Washington DC 20036 ($15.00, prepaid).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Academic Libraries; Annual Reports; College Libraries; Costs; Information Retrieval; *Library Services; *Online Systems; Position Papers; Program Descriptions; Publicity; *Reference Services; *Research Libraries

This set of materials on computerized bibliographic search services in academic and research libraries includes policy and procedure statements on online information retrieval services at the University of Houston, Colorado State University, Duke University, Temple University, Emory University, and Yale, among others; a position description for the Coordinator of Online Searching Activities at the Smithsonian Institution; annual reports on online searching activities at the University of Pennsylvania and Princeton; and user publicity materials (flyers, leaflets, and announcements) from Harvard, Colorado State University, the University of Missouri, the University of Maryland, Cornell University, the University of Chicago, and others. (JL)

ED214537 IR010124

Recruitment and Selection Practices in ARL Libraries. SPEC Kit #78.
Association of Research Libraries, Washington, D.C. Office of Management Studies.
Pub Date Oct 81
Note-99p.
Available from-SPEC, ARL Office of Management Studies, 1527 New Hampshire Avenue, N.W., Washington, DC 20036 ($15.00, prepaid).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Academic Libraries; College Libraries; Employment Interviews; Employment Practices; Employment Qualifications; Evaluation Criteria; Guidelines; Higher Education; *Librarians; *Library Personnel; Occupational Information; *Personnel Selection; *Policy; *Recruitment; *Research Libraries; Training

This set of materials on the recruitment and selection of librarians and other professional staff in research libraries, assembled by the Systems and Procedures Exchange Center (SPEC) of the Association of Research Libraries, includes: (1) policy and procedures statements on the recruitment, selection, and appointment of professional library personnel from the University of Connecticut, Iowa State University, Rutgers University, Michigan State University, Columbia University, the University of Maryland, Vanderbilt University, Emory University, and the University of Minnesota; (2) position description forms from the University of Michigan and the University of Maryland; (3) recruitment forms and professional checklists from the University of Maryland and the University of Connecticut; (4) interview schedules from Vanderbilt University and Ohio State University; (5) appointment recommendation forms from the University of Michigan, the University of Maryland, and Ohio State University; and (6) guidelines for interviewing job applicants from Vanderbilt University and the University of Connecticut. (JL)

ED214538 IR010125

Staff Development. SPEC Kit #75.
Association of Research Libraries, Washington, D.C. Office of Management Studies.
Pub Date Jun 81
Note-110p.
Available from-SPEC, ARL Office of Management Studies, 1527 New Hampshire Avenue, N.W., Washington, DC 20036 ($15.00, prepaid).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Affirmative Action; College Libraries; Guidelines; Higher Education; *Librarians; *Library Personnel; Library Skills; Needs Assessment; Policy; Program Descriptions; Questionnaires; *Research Libraries; *Staff Development; Staff Orientation; Training; Workshops

This set of materials on staff development in research libraries, assembled by the Systems and Procedures Exchange Center (SPEC) of the Association of Research Libraries (ARL), focuses on programs and activities designed to provide general skills training related to the work performed in a research library. Contents of the set include: (1) outlines of library staff development policies and programs from Stanford, the University of Connecticut, Cornell, Columbia, and Princeton; (2) staff development needs assessment instruments from the libraries at the University of Tennessee/Knoxville, the University of Connecticut, and Texas A&M University; (3) staff development program descriptions from the libraries at the University of Connecticut and Emory University; (4) staff development activity descriptions from the libraries at Stanford, Ohio State University, Rice University, the University of Connecticut, Texas A&M University, and Emory University; and (5) staff development program schedules and calendars from the libraries at Stanford, the University of Connecticut, Texas A&M University, and the University of Minnesota. (Author/JL)

ED214539 IR010126

The Status of Librarians in ARL Libraries: An Overview. SPEC Kit #61.
Association of Research Libraries, Washington, D.C. Office of Management Studies.
Pub Date Feb 80
Note-114p.
Available from-SPEC, ARL Office of Management Studies, 1527 New Hampshire Avenue, N.W., Washington DC 20036 ($15.00, prepaid).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Academic Rank (Professional); College Libraries; *Employment Level; Employment Patterns; Evaluation Criteria; *Group Status; Higher Education; *Librarians; Library Surveys; Occupational Surveys; Policy; Professional Recognition; *Promotion (Occupational); *Research Libraries; Tenure

This set of materials on the employment status of librarians in research libraries, assembled by the Systems and Procedures Exchange Center (SPEC) of the Association of Research Libraries (ARL), contains: (1) the results of a survey of ARL member libraries conducted in December 1979 on the employment status of librarians; (2) policy statements on the appointment, promotion, and tenure of librarians at the University of Chicago, the University of Iowa, the University of Rochester, Pennsylvania State University, Southern Illinois University at Carbondale, the University of Illinois at Urbana-Champaign, and Indiana University; (3) detailed descriptions of the classification structures and policies for ranking librarians at the University of North Carolina and the University of British Columbia; and (4) the by-laws of the library faculty at the State University of New York at Buffalo and Michigan State University. (JL)

ED214540 IR010127

The Use of Small Computers in ARL Libraries. SPEC Kit #77.
Association of Research Libraries, Washington, D.C. Office of Management Studies.
Pub Date Sep 81
Note-120p.; Best available copy.
Available from-SPEC, ARL Office of Management Studies, 1527 New Hampshire Avenue, N.W., Washington DC 20036 ($15.00, prepaid).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-College Libraries; *Computer Oriented Programs; Higher Education; Information Retrieval; *Library Automation; Library Catalogs; Library Equipment; Library Surveys; *Microcomputers; Online Systems; *Research Libraries; Word Processing
Identifiers-Apple II

This collection of materials on small computer applications in research libraries, assembled by the Systems and Procedures Exchange Center (SPEC) of the Association of Research Libraries (ARL), includes documents from ARL and non-ARL libraries illustrating local, commercial, and word processing computer applications. Among the contents of the collection are: (1) a list of small computer applications in ARL libraries as reported during the Spring 1981 SPEC survey; (2) a microcomputer bibliography; (3) papers on local applications of small computers in research libraries, including discussions of an experimental online catalog at Dartmouth College, microcomputer utilization in the Texas A&M Medical Sciences Library, microcomputer uses at Southern Illinois University, microcomputer applications in word processing at McMaster University, and the Apple computer as a tool for the improvement of library operations at California State University; and (4) papers on general commercial applications of small computers, including a fact sheet on the integrated library system at the National Library of Medicine, a description of the Inform system at Brown University, and a description of a commercial word processing system at Queens University. (JL)

ED214541 IR010128

User Surveys and Evaluation of Library Services. SPEC Kit #71.
Association of Research Libraries, Washington, D.C. Office of Management Studies.
Pub Date Feb 81
Note-116p.; Best available copy.
Available from-SPEC, Association of Research Libraries, Office of Management Studies, 1527 New Hampshire Avenue, N.W., Washington, DC 20036 ($7.50 ARL members; $15.00 to all others).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Academic Libraries; Evaluation Methods; Higher Education; Library Catalogs; Library Collections; *Library Services; *Library Surveys; Program Evaluation; Questionnaires; *Research Libraries; *User Satisfaction (Information); *Use Studies

This set of materials assembled by the Systems and Procedures Exchange Center (SPEC) of the Association of Research Libraries (ARL) contains seven examples of general use surveys and eight examples of user surveys on specific topics from a group of major research libraries. Among the items included are (1) a final report on a library user survey from the University of California at Riverside; (2) a user survey from the Elmer Holmes Bobst Library at New York University; (3) questionnaires on the adequacy of library service at Emory University; (4) library use surveys from Colorado State University, the University of Colorado, and the University of New Mexico; (5) an availability analysis report from the University of Arizona; and (6) an undergraduate library availability study from the University of Tennessee, a user assistance tally from the University of Georgia, a faculty questionnaire on branch and division libraries from the University of Colorado, a search services user and availability of citations questionnaire from Boston University, and the executive summary of a Cornell University user survey on the libraries' research support performance. (JL)

ED214542 IR010130

Jones, William G.

Salary Compensation Systems for Librarians: A Study of Ten Members of the Association of Research Libraries. Occasional Paper Number 5.

Association of Research Libraries, Washington, D.C. Office of Management Studies.
Pub Date May 81
Note-29p.
Available from-Office of Management Studies, Association of Research Libraries, 1527 New Hampshire Avenue, N.W., Washington, DC 20036 ($8.00, prepaid).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Academic Libraries; Academic Rank (Professional); College Libraries; Compensation (Remuneration); *Employment Level; Evaluation Methods; Higher Education; Job Performance; *Librarians; Library Personnel; Occupational Surveys; *Personnel Evaluation; *Research Libraries; *Salaries

This paper presents the results of a review of professional compensation systems in a number of major academic libraries which was conducted in order to advance the understanding of librarian compensation and to help libraries choose and develop systems that best promote librarians' interests. The systems of compensation identified during the review are briefly described, including free form, professional ranking, position classification, and mixed. As background to the discussion, the most common industrial compensation systems are reviewed. An outline of professional compensation systems are reviewed. An outline of professional compensation methods, specifically position description, standard job evaluation, generic classification, the career-curve approach, and the individual contribution approach, is also provided. The salary compensation systems represented by libraries contributing information to the study are then discussed in detail, with special attention paid to professional ranking with and without subdivisions and to position classification as in the federal system. Among major issues reviewed are institutional and financial constraints on library compensation systems, the use of merit review procedures, job value, and alternate reward systems. A 9-item reference list is included. (JL)

ED214543 IR010138

Borsa, Ivan

Development and Modernization of the Basbakanlik Arsiv: Turkey.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).
Report No-UNESCO-TR-RP/PP/1979-80/5/10.1/05
Pub Date 31 Oct 80
Note-14p.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Archives; Classification; Developing Nations; *Facilities; *Modernization; Organizational Objectives; Professional Personnel; *Program Development; *Services; Training
Identifiers-*Basbakanlik Arsiv (Turkey); Government Records; Turkey

This report describes the current situation of the Basbakanlik Arsiv (the archives of the Turkish Prime Minister's Office) and presents a series of recommendations for the improvement of the facilities, services, and staff of the archives. The legislative framework within which the archives operate, the holdings of the archives, the classification of archives collections, physical and storage facilities at the archives, reprographic services offered through the archives, public access to archival materials, and the training of archives staff are among the topics reviewed. Specific recommendations are made for each of the areas addressed in the report. (JL)

ED214544 IR010139

Aman, Mohammed M.

Documentation and Library Service of the Ministry of Information: Hashemite Kingdom of Jordan.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).
Report No-UNESCO-TR-RP/1979-80/5/10.1/05
Pub Date 31 Dec 80
Note-40p.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Administration; Communications; *Developing Nations; *Documentation; Information Networks; *Information Services; Information Sources; *Libraries; *Library Services; Mass Media; National Libraries; Professional Personnel; Publications; Radio; Telecommunications; Television
Identifiers-*Jordan

This report describes current documentation and library services provided by the Kingdom of Jordan's Ministry of Information and makes a series of recommendations for the improvement of these services. A summary of the recommendations is followed by descriptions of contemporary Jordan, its government, educational resources, and culture; telecommunications facilities in Jordan; and the Jordanian library system. The role of Jordan's Ministry of Information is outlined, with emphasis on the role of the Directorate of Press and Publications, and the various sections of the Library and Documentation Services branch of

the Ministry (including the Library and References Services section, the Research Directorate, the Jordan News Agency, and the libraries of the Broadcasting and Television Coporations) are discussed. Problems facing the Library and Documentation Services branch are also reviewed, specifically with respect to staffing and administration. A detailed set of recommendations concludes the report. An organization chart for the Ministry of Information, a proposed organization chart for a Directorate of Documentation and Research, and a list of personnel in the Library and Reference section of the Ministry accompany the text. (JL)

ED214545 IR010140

Chateh, Peter
Documentation Centre of the Association of African Universities.
United Nations Educational, Scientific, and Cultural Organization, Paris (France).
Report No-UNESCO-TR-RP/PP/1979-1980/5/10.1/05
Pub Date 31 Dec 80
Note-23p.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Automation; Computer Oriented Programs; *Computers; Developing Nations; *Documentation; Exchange Programs; Facilities; Higher Education; *Information Centers; Information Networks; *Information Services; International Organizations; Personnel; Professional Associations; Universities
Identifiers-*Africa; Ghana

This report presents the results of a study of the Documentation Centre of the Association of African Universities (AAU) undertaken to work out proposals for the rational organization of the Centre, and to explore the possibility of computerizing the Centre and linking it with other centers which provide automated documentation services. The background of the AAU and its objectives are summarized and the functions, staffing, holdings, physical facilities, and budget of the Centre are discussed. Also described are abstracting, bibliographic search, and translation services available through the Centre. Major problems with respect to the personnel, holdings, equipment, and facilities situation at the Centre are reviewed and the computing resources, personnel requirements, and costs involved in computerizing the Centre are described. A detailed list of recommendations for the more effective organization and operation of the Centre closes the report. Specific recommendations are made with respect to printing services, the binding and publications service, the technical services department, the Information and Research service, inter-institutional cooperation, and the computerization of the Centre. Two charts are appended. (JL)

ED214546 IR010141

Schwarz, Stephan

A National Documentation and Information Centre of the Kenya National Council for Science and Technology.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).
Report No-UNESCO-TR-RP/1979-1980/5/10.1/03
Pub Date 31 Oct 80
Note-55p.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Computers; Developing Nations; Documentation; Facilities; *Information Centers; Information Needs; Information Networks; *Information Services; Information Sources; Institutional Role; Libraries; *National Organizations; *National Programs; *Organizational Objectives; Planning; Sciences; Technology
Identifiers-*Kenya; Research and Development; *Scientific and Technical Information

This report presents the results and recommendations of a study undertaken to aid the Republic of Kenya's National Council for Science and Technology (NCST) in the development of a National Documentation and Information Centre to coordinate existing research and development (R&D) information services. The background of the NCST and its relationship to the R&D community in Kenya is reviewed, the NCST's views of the objectives and role of an R&D information center are presented, two earlier UNESCO reports on the establishment of information centers in Kenya are summarized, the functions of the Regional Committee for the Development of Information Services in Eastern Africa are outlined, and existing documentation services and libraries in Kenya are described. Computer facilities available in Kenya for information and documentation service purposes are listed and some of the general questions surrounding the development of national information services are addressed. A set of 25 recommendations are then presented, grouped in three broad categories: (1) organizational objectives and structure, (2) the center as a force in the development of other information services, and (3) staff, consultants, and funding. A 57-item reference list and three appendices accompany the text. (JL)

ED214547 JC810117

Lara, Juan Francisco
The UCLA Community College Student Survey Project.
California Univ., Los Angeles. Office of Undergraduate Programs.
Pub Date [80]
Note-44p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Academic Persistence; Achievement Gains; *College Transfer Students; Community Colleges; *Dropout Characteristics; Followup Studies; Grade Point Average; Libraries; Postsecondary Education; School Holding Power; School Surveys; *Student Attrition; Student Behavior; *Student College Relationship; Student Participation; Study Habits; Study Skills; Universities; *Withdrawal (Education)
Identifiers-College Student Experiences Questionnaire; Library Users; *University of California Los Angeles

A survey was conducted of 1,343 community college students who transferred to the University of California, Los Angeles (UCLA), in fall 1977 to determine the major factors influencing student withdrawal or persistence. In addition to requesting information on students' background, the survey questionnaire asked the students to contrast their community college and UCLA experiences with respect to several measures, including: (1) students' writing experiences and activities; (2) their use of the library; (3) their participation and learning experiences in class; (4) their contact with the faculty; (5) gains made in their ability to think critically and quantitatively, to find and synthesize information, and to appreciate the arts; and (6) environmental factors, such as intellectual, aesthetic, critical, and vocational emphases and student-teacher relations. Regression analyses were performed to establish the relationship between these independent variables and two dependent variables--UCLA grade point average (GPA) and persistence or withdrawal as determined by spring 1979 registration status. Survey responses from 508 persisting students and 316 dropouts revealed that persistence and GPA were significantly related to transfer GPA, unmet financial needs, writing experience in the community college, and selected majors. The study report contrasts transfer and native students and persistors and dropouts and includes the questionnaire. (HB)

ED214548 JC810147

Kohl, Peggy L.; And Others
Fall 1980 Salary Survey for the Illinois Public Community Colleges.
Illinois Community Coll. Board, Springfield.
Report No-ICCB-011
Pub Date Dec 80
Note-61p.; Tables with small print may not reproduce well.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Administrators; *College Faculty; Community Colleges; Contract Salaries; Degrees (Academic); Faculty Workload; Full Time Faculty; Part Time Faculty; Personnel Data; *Salaries; State Surveys; Tables (Data); Teacher Employment; Teacher Employment Benefits; Teacher Promotion; *Teacher Salaries; Two Year Colleges
Identifiers-*Illinois
Designed to provide information about salaries of Illinois community college personnel for state and institutional purposes, this report provides data tables and analyses covering: (1) 1980-81 academic year contractual salaries paid to full-time teaching faculty; (2) total fiscal year (FY) 1980 faculty salaries; (3) part-time faculty salary rates; (4) 1980-81 academic year contractual salaries paid to non-teaching faculty; (5) mean salaries per average yearly course semester hour, weekly class, contact hour, academic month, and percent increase received by continuing faculty; (6) salaries based on a salary schedule for full-time teaching faculty with masters and doctoral degrees; (7) institutional policies related to faculty salaries and contracts; (8) numbers of instructional and non-instructional faculty members; (9) faculty organizations; (10) classified staff salaries; and (11) salaries paid to top administrators during 1980-81. The report reveals that the full-time faculty academic year contractual mean salary was $20,521, representing an 8.2% increase over the previous year. Overall, the colleges paid 10.2% increases to continuing faculty, increases well behind the cost of living increases. Average administrative salaries ranged from $28,659 for community education administrators to $47,022 for district chief executives. Appendices include data tables on benefits, retirement policies, and part-time and overload rates and survey instruments. (KL)

ED214549 JC810266

Smith, Janet D.; And Others

PLATO in the Community College: Students, Faculty and Administrators Speak Out.

Pub Date Apr 81
Note-90p.; Paper presented at the Annual Convention of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981).
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Administrator Attitudes; Administrators; Basic Skills; College Faculty; Community Colleges; *Computer Assisted Instruction; *Program Evaluation; Questionnaires; *Remedial Instruction; School Surveys; *Student Attitudes; Student Reaction; *Teacher Attitudes; Two Year Colleges; Two Year College Students
Identifiers-*Cuyahoga Community College OH; *PLATO

In the summer of 1979, Cuyahoga Community College (CCC) introduced the PLATO computer-based individualized instruction system as a supplemental teaching tool in remedial English and mathematics courses. As part of a comprehensive evaluation of the system, surveys of the attitudes of students, faculty, and administrators towards PLATO were conducted to obtain information to maximize student interaction with PLATO and student improvement in basic skills. Results of the pre- and post-course survey of 92 students in three developmental education classes indicated that students preferred PLATO to having a regular teacher; that they believed PLATO should be a component of regular classes; that the individualized instruction was helpful; and that tutorial assistance should be provided at the Learning Center. Responses to a questionnaire mailed to 95 administrators, faculty, and staff stressed the utility of PLATO as a system which allows instructors to select lessons that relate to individual or group weaknesses; the need for faculty and administrators to familiarize themselves with PLATO; and the system's disadvantages in terms of costs and possible breakdowns. Recommendations for possible directions for continued use of PLATO at CCC focused on developing faculty interest in the system, motivating students, student assessment, physical expansion, and evaluation. Questionnaires and an outline of the total evaluation design are appended. (HB)

ED214550 JC810341

Villa, Maryamber

Issues Pertaining to the Transfer Function of the California Community Colleges: A Report Adopted by the Executive Committee of the Academic Senate for California Community Colleges.

Academic Senate for California Community Colleges, Sacramento.
Pub Date 8 Feb 81
Note-22p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Achievement; Academic Standards; *Articulation (Education); College Students; *College Transfer Students; Intercollegiate Cooperation; Postsecondary Education; *Research Problems; State Colleges; State Surveys; State Universities; *Transfer Programs; Two Year College Students
Identifiers-*California; *California Community Colleges; California State University and Colleges; University of California

Designed as a formal response to the Report of the Task Group on Retention and Transfer (HE 014 825), by Gerald Kissler, which is sharply critical of the community college transfer program, this report examines issues related to the transfer of community college students to the University of California (UC) and the California State Universities and Colleges (CSUC). Following introductory material, issues are raised concerning the transfer of community college students to CSUC, including variations in the CSUC general education requirements and CSUC's policy allowing community colleges to certify the baccalaureate level of their transfer courses. The overall success of the CSUC articulation efforts is then stressed. Next, the basic assertions of the "Kissler Report" are cited and concerns regarding the report are identified in the areas of the adequacy and selection of data, study methodology, and appropriateness of the report's conclusions. Particularly questioned are assertions related to a decline in community college transfers to the UC; a decline in the academic performance of transfers; the relationship of these problems to the increased vocational orientation of the community colleges and to inadequate transfer preparation; the decline in the number of students wanting to attend community colleges; and the negative effects of these trends on transfer programs. Finally, a series of recommendations are presented to improve articulation within California's postsecondary system. (KL)

ED214551 JC810381

Herneken, Jane

Guidelines for Projects in Community Service: A College-Credit Course in Volunteer, Off-Campus Community Work, Career Exploration, On-the-Job Experience.

Pub Date 80
Note-86p.
Available from-Kendall-Hunt Publishing Co., 2460 Kerper Blvd., Dubuque, IA 52001 ($5.95).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Community Colleges; Community Programs; *Community Services; Experiential Learning; *Field Experience Programs; On the Job Training; Program Descriptions; *Public Agencies; *School Community Relationship; Social Agencies; *Student Volunteers; Two Year Colleges; *Volunteer Training

This two-part booklet provides guidelines for students and agencies involved in Projects in Community Service, a transferable elective course offered under ten departments at Glendale Community College (Arizona). Part I offers guidelines to help students who wish to participate in volunteer programs while exploring possible careers and assisting in a community agency. This section contains a course description and lists course requirements; examines motivations for becoming involved in community service; describes techniques of personal interaction and methods of observing, listening, and report writing; and includes relevant bibliographies to improve student effectiveness in their agency work. Part II is a guide to help agencies in organizing student volunteer programs and utilizing student aid effectively. This section offers an overview of the program and its objectives; outlines the requirements of student volunteers; includes student schedule and weekly report forms; gives pointers about the best use of student volunteers; and details the responsibilities of agencies with regard to planning the activities of students, allowing them to tour the agency, interviewing students, matching interests and talents with jobs, and providing orientation, training, supervision, and evaluation. This section also contains guidelines for student classroom assistants, bilingual aides, and special education assistants, and provides sample forms and a bibliography. (HB)

ED214552 JC810389

Petersen, Allan L.; Berg, Ernest H.

Report to the Legislature on the Educational and Fiscal Effects of Independent Study.

California Community Colleges, Sacramento. Office of the Chancellor.
Pub Date Jun 81
Note-47p.; Report prepared for the Meeting of the Board of Governors of the California Community Colleges (Sacramento, CA, June 11-12, 1981); discussed as Agenda Item 9.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Community Colleges; Computer Assisted Instruction; Educational Finance; Educational Radio; *Educational Technology; *Enrollment; Expenditure Per Student; *Independent Study; Instructional Student Costs; Newspapers; Noninstructional Student Costs; *Program Costs; Telecourses; Two Year Colleges
Identifiers-*California

In response to legislative mandate, a study was conducted in 1981 to determine the educational and fiscal effects of legislation authorizing independent study (IS) in California community colleges. Independent study was defined as learning undertaken by a student enrolled in a credit course without the immediate presence of the assigned instructor, including mediated and directed study, and television, radio, and newspaper courses. All colleges which participated in IS were asked to submit information on enrollment; instructional and staff salaries and benefits; books, supplies, and equipment costs; contract services costs; capital outlay; total average daily attendance (ADA) and cost per ADA for all instruction and for IS. To assess the educational effects of IS, colleges were asked to provide information on IS courses by subject matter, mode of instruction, and opening enrollment and number and percentage of completers in each area of instruction. Major findings included: (1) cost per ADA of IS varied from $79 to $5,114, with television and mediated instruction most expensive; (2) about 1,000 separate offerings in IS were provided during 1979-80, with the largest number of offerings in directed study, but the largest enrollment in television courses; (3) IS instruction was distributed fairly evenly over subject areas; (4) IS retention rates were only slightly lower than in general curriculum courses. IS regulations and sample study forms are appended. (KL)

ED214553 JC810551

1980 Manitoba Community Colleges Follow-Up Survey.
Manitoba Dept. of Labor and Manpower, Winnipeg.
Pub Date Feb 81
Note-106p.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*College Graduates; Community Colleges; *Education Work Relationship; Employment; *Employment Patterns; Followup Studies; Graduate Surveys; Migration; *Outcomes of Education; Questionnaires; Salaries; State Surveys; Two Year Colleges; *Two Year College Students; Vocational Followup
Identifiers-*Manitoba

Data and findings are presented from a 1980 follow-up survey of 3,505 students who graduated from Manitoba community colleges between August 1978 and July 1979. The report first provides information on the labor market outcomes of survey respondents, including employment status, earnings, average hours worked per week, relationship of job to training, geographical distribution of employment, extent to which skills obtained in college were used in present occupation, length of time taken to get first job after graduation, and whether respondents had held a training-related job since graduation. In the next two sections, data on the migration patterns of graduates and on respondents' post-graduation, continuing education experiences and plans are presented. Finally, data on the 1979 graduates are compared to those obtained on 1978 graduates. Major findings, based on a 58% response rate, indicated that: (1) 83.4% of the graduates were employed in training-related jobs; (2) 94.6% were participating in the labor market with average weekly earnings of $246.99; (3) 88.4% were working in Manitoba; (4) 26.6% were continuing or had plans to continue their education; and (5) on an average, it took graduates 4.5 weeks to obtain their first job after graduation. Appendices include the survey instrument and additional data. (HB)

ED214554 JC810580

Farrow, Shirley

Academic Cooperative Education at North Lake College: A Commitment to the 1980's.

North Lake Coll., Irving, TX.
Pub Date [80]
Note-45p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Community Colleges; *Cooperative Education; Educational Cooperation; Education Work Relationship; Experiential Learning; Field Experience Programs; Instructional Development; Organizational Objectives; Program Development; *School Business Relationship; Two Year Colleges; Vocational Education; *Work Experience Programs

This description of the development of North Lake College's (NLC's) academic cooperative program begins by outlining the philosophy of cooperative education and discussing its objective of increasing educational growth through the integration of classroom theory and direct workplace involvement. Next, an overall rationale for cooperative education is provided, which stresses its potential for meeting both student and business needs. The following section explains how the Academic Co-op Ed program developed at NLC; the procedures used to select students, instructors/coordinators, and on-the-job training sites; and student enrollment and course completion rates in the cooperative education course. Next, the relevance of the NLC program and its success in attaining its objectives are highlighted by student and coordinator comments on the program. Finally, the paper discusses the role and potential of cooperative education nationally and emphasizes NLC's commitment to the broadening and further development of cooperative efforts. Appendices list a sample of community colleges which offer cooperative programs, as well as NLC's spring 1979 training sites. They also provide student and coordinator comments, potential seminar topics, student objectives forms, and a student's summary of her experiences as a congressional aide. (HB)

ED214555 JC810618

Groff, Warren H.

Statewide Coordination in Technology Transfer.

Pub Date Oct 81

Note-81p.; Paper presented at the National Conference on the Role of Community Colleges in the National Technology Transfer Program (2nd, Detroit, MI, October 19-21, 1981).

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-College Role; Community Colleges; Educational Planning; Information Dissemination; *Lifelong Learning; Linking Agents; Organizational Development; Professional Continuing Education; Retraining; *School Business Relationship; *Skill Obsolescence; *Statewide Planning; *Technology Transfer; Two Year Colleges

Identifiers-*Ohio; *Ohio Technology Transfer Organization

Technology transfer, that is, the dissemination of the results of research and development to the general community, is discussed in this report in relation to the learning society and the mission of the community college. First, definitions of technology are presented and the rapid pace of technological change worldwide is examined. Then, the role of technology transfer as part of an institutional commitment to lifelong learning is explored, with emphasis given to community college partnerships with business, industry, and community organizations. Institutional commitment to service is then recommended as a means of enhancing the spread of technological literacy and as a requirement for achieving functional relationships with various agencies and organizations in the community. After guidelines for facilitating such relationships, especially with business and industry, are provided, the need for statewide coordination of technology transfer is underscored. Next, such coordination efforts in Ohio are detailed, notably the Ohio Technology Transfer Organization, a statewide information network consisting of Ohio State University and the state's two-year colleges. The problem of technological obsolescence in the work force is then considered, and strategies to prevent or counter it are presented. Conclusions stress the need for strategic planning and the statewide coordination of educational efforts. Sample materials from Ohio projects are appended. (KL)

ED214556 JC820040

Course Registration Report: University of Hawaii, Community Colleges, Fall 1981.

Hawaii Univ., Honolulu. Office of Institutional Research and Analysis.
Report No-MIF-14
Pub Date Dec 81
Note-59p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Class Size; *College Programs; *Community Colleges; *Courses; *Enrollment; *Enrollment Trends; Full Time Equivalency; General Education; School Statistics; State Surveys; Student Teacher Ratio; Two Year Colleges; *Two Year College Students; Vocational Education
Identifiers-*Hawaii

This report provides registration data for six Hawaii community colleges (Honolulu, Kapiolani, Kauai, Leeward, Maui, and Windward) for fall 1981. Following introductory material outlining changes in study methodology, tables provide data for 1977 through 1981 on course registration by campus; average class size by program and campus; and the number of classes with fewer than ten students, by campus. Next, tables present a course registration summary by program for 1981; the number of classes and average class size by program for 1977-1981; and student semester hours (SSH) and course full-time equivalent (FTE) by program for 1977-1981. Finally, information is provided by individual college on registration by program; number of classes and average class size; SSH's and course FTE; and classes with ten or fewer students. Highlights of the report include: (1) an increase in all course registration measures (e.g., courses, classes, student and instructor contact hours, and course FTE) to their highest level in five years; (2) a less substantial increase in course registration measures (4% to 6%) than in student enrollments (7%); (3) greater increases in the number of general education courses (7%) than vocational education courses (1%); (4) a maintenance of the average class size at 24 students for the system as a whole; and (5) an increase in the number and proportion of classes with ten or fewer students. (HB)

ED214557 JC820070

Forrest, Joy Davis

An Assessment of a Community College Reentry Program for Women.

Pub Date Oct 81
Note-81p.; M. A. Thesis, Stetson University.

EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Adult Development; Community Colleges; Continuing Education; Educational Benefits; Employed Women; Employment Patterns; *Females; Followup Studies; Individual Characteristics; *Outcomes of Education; Participant Satisfaction; Questionnaires; *Reentry Students; Student Educational Objectives; Two Year Colleges; *Womens Education
Identifiers-*Brevard Community College FL

In 1980, a study was conducted to determine the characteristics, attitudes, and subsequent experiences of women who had completed the Women's Education Development Incentive (WENDI) re-entry program at Brevard Community College, Florida, in 1977. From the original mailing of 79 questionnaires, 33 usable responses were returned. Two-thirds of the respondents were between the ages of 40 and 60; 40% were unmarried; 27% were divorced; and nearly half were high school graduates. Of the respondents, 82% were working, with 51.8% of these women employed in clerical occupations. As had been hypothesized, women who completed the program reported increased self-confidence, improved family and co-worker relationships, and greater ability to be assertive and make decisions. Unexpectedly, only 39.4% of the respondents had returned to school after completing WENDI. Single heads of households supporting children (27.3% of the respondents) tended to be younger, have less education, and have lower family incomes than the 30.3% of the respondents who were married working women with children. The study revealed needs for: (1) further study of single women heading households; (2) strong encouragement for re-entry women to enter non-traditional occupations which offer higher wages and better benefits; (3) increased efforts to place women in well paying positions offering on-the-job training; and (4) the provision of role models. A review of relevant literature and the questionnaire are included. (Author/HB)

ED214558 JC820076

Thompson, Merle O'Rourke

The Returning Student: Writing Anxiety and General Anxiety.

Pub Date 81
Note-14p.; Paper presented at the Northeast Regional Conference on English in the Two Year College (Baltimore, MD, October, 1981).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Age Differences; *Anxiety; *College English; College Freshmen; Community Colleges; Females; Males; *Reentry Students; Teacher Attitudes; Two Year Colleges; *Two Year College Students; *Writing Instruction
Identifiers-*Writing Anxiety

In 1981, a study was conducted at Northern Virginia Community College (NVCC) to determine if a correlation exists between the general anxiety and writing anxiety of returning college students and to assess these levels of anxiety before and after participation in a freshman composition course. Student volunteers from 21 composition classes at NVCC were administered the Anxiety Scale Questionnaire prepared by the Institute for Personality and Ability Testing (IPAT) and the Thompson Attitude Scale (TAS), designed to measure writing anxiety. Scores were obtained for 154 students during the first and final weeks of the quarter. Results of the study included: (1) a correlation appeared between general anxiety and writing anxiety in both first and last week scores; (2) returning students (those over 22 years of age) showed lower levels of general anxiety at course entry and exit than younger freshmen; (3) returning males showed considerable lower writing anxiety than younger students or returning females; (4) returning students exhibited a significant reduction in writing anxiety between entry and exit scores; (5) in responding to the TAS, returning students expressed anxiety about skills generally taught in freshman English (e.g., vocabulary, organizing material, and getting started in writing); and (6) only females under 22 showed a decrease in general anxiety from entry to exit scores. The study report relates findings to informal teacher observations. The TAS is appended. (KL)

ED214559 JC820081

Ludwig, Dennis

Comparison of Governance Effectiveness of Appointed and Elected Boards of Education/Trustees.

Pub Date Dec 81
Note-49p.; Ed. D. Practicum, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Administrator Attitudes; *Administrator Evaluation; *Administrator Selection; *Board Administrator Relationship; Board Candidates; College Presidents; Community Colleges; *Governing Boards; Policy Formation; Politics; Questionnaires; Surveys; Technical Institutes; *Trustees; Two Year Colleges
Identifiers-*Wisconsin

During 1981, a study was conducted to determine whether vocational-technical school district directors and community college presidents in Wisconsin who worked under an appointed board and directors/presidents in other states who worked under an elected board perceived the effectiveness of elected and appointed boards differently. Questionnaires were administered requesting 16 directors/presidents working under appointed boards and 16 directors/presidents working under elected boards to rate the effectiveness of both types of boards in ten areas. These areas were affirmative action; board-administrator relations; budget development and approval processes; educational program development, management, maintenance, and discontinuance; fiscal accountability to taxpayers; local politics; policy development; qualifications and experience of board members; recall of board members; and responsiveness to needs. In general, respondents working under appointed boards were more consistent in their responses than those working under elected boards, and their responses tended to be extremely supportive of the appointment process. They felt that appointed boards were extremely effective in the areas of recall of board members, qualifications and experience of board members, and affirmative action--the same areas in which elected boards were given low ratings by presidents/directors working under these boards. The study report includes a literature review and the survey instrument. (KL)

ED214560 JC820082

Scott, Dave

Fall 1980 to Fall 1981 Enrollment Comparisons Based on First Census.

Bakersfield Coll., Calif.
Pub Date 2 Nov 81
Note-17p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adult Students; Age; College Credits; College Freshmen; Community Colleges; Day Students; *Declining Enrollment; *Enrollment Trends; Evening Students; Females; Full Time Students; Males; Minority Groups; Part Time Students; *Student Characteristics; Two Year Colleges; *Two Year College Students

This report examines trends in the personal and academic characteristics of the students enrolled at Bakersfield College (BC) and provides tables comparing fall 1980 and fall 1981 data. The report first presents summary enrollment data, revealing that fall enrollment in graded classes decreased by 10.1% between 1980 and 1981; that enrollment in both graded and ungraded classes decreased by 12% during this time; and that the decrease in graded enrollments was not proportionately reflected in average daily attendance. The report then examines the following characteristics of students enrolled in graded classes: age; sex; full-/part-time enrollment status; day/evening attendance; freshman/sophomore status; and ethnicity. Among the findings presented are the following: between 1980 and 1981, (1) there was an overall decrease in enrollments in all age categories, with the largest decreases in students aged 25 and over; (2) female enrollments, though larger than male enrollments, showed greater decreases; (3) part-time enrollments, accounting for 72.8% of BC's students in 1981, decreased more than full-time enrollments; (4) the freshman class decreased by 12.5%, while the sophomore class decreased by 2.7%; and (5) enrollment decreases occurred in all ethnic categories but Hispanic. The study report concludes with ten data tables providing comparative 1980 and 1981 statistics. (KL)

ED214561 JC820086

Shenk, Edward; Sheehan, Maria Cristina
Proposition 13: Its Effects on the Missions of the California Community College System Reviewed with Recommendations for the Future [and] Perceptions of the Management Rights Clause by Managers in CCC's [California Community Colleges]. Management Report, 1981-2/3.
Association of California Community Coll. Administrators.
Pub Date Oct 81
Note-21p.; Some copies of handwritten notes may not reproduce well.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Administrator Responsibility; *Collective Bargaining; College Administration; College Role; *Community Colleges; *Educational Finance; Educational Planning; Employment Practices; Faculty College Relationship; *Finance Reform; Financial Problems; Financial Support; Grievance Procedures; Labor Relations; Negotiation Agreements; State Aid; State Legislation; State School District Relationship; *Statewide Planning; Two Year Colleges
Identifiers-*California; *Proposition 13 (California 1978)

These two reports present information and considerations to help California community college administrators in planning ahead. First, Edward Shenk discusses the effects of Proposition 13 (California's tax reform initiative) on community college funding and missions. He provides an overview of the changes brought about within the community colleges by Proposition 13 and discusses strategies developed by administrators to deal with the cutbacks. Shenk then examines the implications of cutbacks on community college mission and argues that though there has been a loss of local orientation and control, other key missions, such as no tuition and equality of access, are likely to be maintained given continued state funding. Finally, he recommends managing the decline in resources through improved accountability; utilization of cost-effective measures; better public relations; and a reexamination of missions. The second report, by Maria Cristina Sheehan, discusses the use of management rights clauses in collective bargaining to specify administrative prerogatives and outlines the advantages of a longer form of clause, which enumerates specific rights, over a short form, which merely reserves these rights. Sheehan then reviews the benefits of using particular phrases to protect management rights and examines the use of such clauses in eight California community college districts. Finally, she makes recommendations on the best use of rights clauses. (HB)

ED214562 JC820088

Story, Sherie; And Others
Washington Community Colleges Factbook, Academic Year 1980-81.
Washington State Board for Community Coll. Education, Olympia.
Pub Date Jan 82

Note-123p.; Tables with small print will not reproduce well.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-College Faculty; *Community Colleges; Degrees (Academic); *Educational Facilities; *Educational Finance; *Enrollment Trends; Expenditure Per Student; Institutional Characteristics; *School Personnel; School Statistics; State Surveys; Statewide Planning; Student Financial Aid; Two Year Colleges; *Two Year College Students
Identifiers-*Washington

This four-part report provides data tables and information describing Washington state's 27 community colleges and their students, personnel, financial operations, and facilities and capital planning. The report's introduction begins with highlights of major changes in the system, including an 11% increase in student enrollments, a decline in the number of faculty, and an increase in student/faculty ratio. It goes on to provide a history of the community colleges, information on vocational programming, and a discussion of student costs and sources of financial aid. Part I provides data on levels of and changes in enrollments for the system as a whole and by college. Enrollments are broken down by student category (i.e., academic, occupational, or community service); by source of support (i.e., state, contracted, or personal); and by district and college. This section then details student/faculty ratios, total number of sections taught, enrollment by instructional category, degrees conferred by field of study, high school diplomas granted, and transfers to and from community colleges. Part II provides data on levels of and changes in numbers of faculty, administrative and professional personnel, and average levels of remuneration. Part III gives an overview of community college financial operations including expenditures by program, expense category, college, and district. Part IV offers information on appropriations of capital funds and development of college facilities. (HB)

ED214563 JC820089

Mitchell, Maurice; Nelson, Tom

The Design of an Extended Learning System for the Des Moines Area Community College.

Des Moines Area Community Coll., Ankeny, Iowa.
Pub Date Jan 82
Note-140p.; Appendix C which contained a handwritten list of interviewees has been deleted due to its irreproducibility in the original document.
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Community Colleges; *Delivery Systems; *Educational Media; *Educational Technology; Educational Television; *Extension Education; Nontraditional Education; Outreach Programs; Program Design; *Program Development; *Telecourses; Two Year Colleges

In January 1981, a committee at Des Moines Area Community College

(DMACC) began work to design a system to deliver non-group instruction to homes, businesses, and other off-campus sites. The committee first established criteria for the program to ensure that the Extended Learning System (ELS) would be compatible with and complementary to other college services. Next, interviews were conducted with DMACC staff, local business representatives, and prospective and current students to determine the problems and needs that could be addressed by formal ELS to expand DMACC's existing telecourse program. Based on the needs analysis and information gathered from other schools with ELS programs, objectives for the new ELS were established and an expanded program designed. This design incorporates a curricular component which covers course selection and scheduling and the evaluation of course offerings, future offerings, and system effectiveness; and an administrative component which promotes the curriculum, provides for faculty, recruits and enrolls students, and coordinates activities. The committee established a timetable for the implementation of ELS components including an extended learning center, promotion, expanded cable coverage, on-campus ELS, correspondence and radio courses, and computer assistance. In addition, the committee analyzed the potential costs and benefits of the ELS and prepared recommendations. Appendices present results of the planning session, executive review, and needs analyses. (AYC)

ED214564 JC820090

Jennings, Bernard, Ed.
Community Colleges in England and Wales.
National Inst. of Adult Education, Leicester (England).
Report No-ISBN-0-900559-42-X
Pub Date [79]
Note-77p.
Available from-National Institute of Adult Education (England and Wales), 19B De Montfort Street, Leicester, LE1 7GE England ($8.00).
Document Not Available from EDRS.
Descriptors-*Adult Education; *Community Colleges; Community Programs; *Community Schools; Educational Planning; Educational Policy; Elementary Secondary Education; Foreign Countries; Nontraditional Education; Public Education; *School Community Relationship; Two Year Colleges
Identifiers-*England; *Wales

Community colleges in Britain are radically different in nature from their North American namesakes, offering, on a single multi-functional campus, schooling for children (usually between the ages of 11 and 18), informal social and educational work for young people, and a limited range of non-vocational education for adults. In this booklet, the development, operation, and objectives of these colleges in England and Wales are discussed. In Chapter I, Arthur Stock outlines the history of the community college, discusses nomenclature, and examines the development and operation of community education in Britain. In Chapter II, Harold Marks examines "The Roots of the Community College in England and Wales," discussing influences on its development and the range of services provided. In Chapter III, papers provided by five local education authorities illuminate the functioning of community colleges in Cumbria, Leicestershire, Devonshire, Oxfordshire, and Walsall. Chapter IV, by Harold Marks, provides an evaluation of "Community Colleges in Theory and Practice," examining their relationship to primary schools and to the community, their role in educating young people and adults, and their program content, staffing, and management. In Chapter V, Bernard Jennings' article, "Old Wine in New Bottles?" examines the operation and existing and future role of the community college within the educational system as a whole. (HB)

ED214565 JC820096

Miller, Eleanor

Starting a Telecourse Program.

Pub Date Apr 82
Note-8p.; Paper presented at the Conference of the Pennsylvania Association of Two Year Colleges (Carlisle, PA, April 1-2, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adult Education; *Audiovisual Instruction; *Community Colleges; Educational Technology; Educational Trends; Extension Education; Nontraditional Education; Program Descriptions; *Program Development; *Telecourses; Two Year Colleges
Identifiers-*Luzerne County Community College PA

The development of new communications technology is likely to transform everyday life in the coming decades, and a central question for educators is whether and how such technologies can be used to advance the education of both the historically disenfranchised and of those who are already educated but desire or need more education. In an effort to meet the challenge of the video revolution, Luzerne County Community College (LCCC) launched a program in fall 1981 entitled "Telecollege," which offered 85 adults the opportunity to earn college credits through study at home. The possibility of the program was conceived by the Director of Learning Resources, who brought the potential uses of the new technology to the college's attention. Later, instructional television options were examined by an institutional task force and links were established with a local Public Broadcasting System (PBS) affiliate, which was planning to offer four telecourses. The Assistant to the Academic Dean was charged with specific responsibilities related to offering these PBS courses for college credit, including establishing and maintaining communication with PBS affiliates, institutional administrators and faculty, and the telecourse administrator and making arrangements for facilities, texts, and mail-in registration. After outlining aspects of program development, this paper concludes by examining alternate modes of program evaluation and areas where telecourse instruction might be expanded. (HB)

ED214566 JC820100

McMaster, Anne

Profile of Entering Students: A Comparison between New Full-Time Students in Fall, 1979, Fall, 1980, and Fall, 1981.

Mercer County Community Coll., Trenton, N.J.
Report No-OIR-TR-82-03
Pub Date 1 Feb 82
Note-33p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-College Choice; College Freshmen; Community Colleges; Enrollment Influences; *Enrollment Trends; Ethnic Groups; Family Characteristics; Family Income; Females; Full Time Students; Grades (Scholastic); Males; *Student Characteristics; Student Educational Objectives; Student Needs; Two Year Colleges; *Two Year College Students

A study was conducted by Mercer County Community College (MCCC) to identify differences and similarities among 1979, 1980, and 1981 entering full-time students. Data were obtained from MCCC registration files and from student responses to a questionnaire soliciting information on students' reasons for choosing MCCC, plans for employment and further education, parents' income and educational levels, and student needs for support services. The number of new full-time students increased from 1,263 in fall 1979 to 1,434 in fall 1980, but decreased slightly to 1,370 in fall 1981. The study revealed that over the 3-year period there had been increases in: (1) the percentage of full-time students entering from outside Mercer County; (2) the number of students coming to MCCC directly from high school; (3) the number of entrants with a family income of $20,000 or more; (4) the level of educational attainment of students' parents; (5) the number of students seeking a bachelor's degree or higher; and (6) the number of students reporting high school grades in the B to C+ range. Factors influencing college choice remained fairly stable, with predominant factors being closeness to home, strength in intended major, academic reputation, and low costs. The types of services needed from MCCC also remained constant over the period, with help in planning for further education or transfer being the most requested service. Study questionnaires are included. (KL)

ED214567 JC820101

Selected Characteristics of Full-Time Professional Staff; Community Colleges, Fall 1981.

Hawaii Univ., Honolulu. Office of Institutional Research and Analysis.
Pub Date Feb 82
Note-38p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Administrator Characteristics; Age; *College Faculty; Community Colleges; Educational Attainment; Females; *Full Time Faculty; Males; Personnel Data; *Professional Personnel; Salaries; State Surveys; Student Personnel Workers; *Teacher Characteristics; Tenure; Two Year Colleges
Identifiers-*Hawaii

Tables are provided presenting data on the academic background, tenure, sex, age, program category, average salary, and salary ranges of the full-time professional staff employed by six Hawaii community colleges in fall 1981. Five personnel categories are investigated: (1) institutional support, including professional staff in the provost's office, business affairs, and operation and maintenance; (2) academic support, including the dean of instruction, the director of public service and instruction, and library and educational media staff; (3) student services, including the dean of students and personnel involved in counseling, student activities, student health, student support, and admissions and records; (4) public service, including those involved in apprenticeship and community service programs; and (5) instruction, including department chairpersons and faculty. Among the findings presented are the following: the instructional category had the highest percentage of staff (82%), followed by student services (7.7%), academic support (5.6%), public service (2%), and institutional support (2%); of the 466 full-time instructors, 63% were males and 66% were tenured; the average salary for instructors was $23,046, and their average age was 44 years. The study report presents findings by campus for each personnel category and provides comparative data from 1979 and 1980. (KL)

ED214568 JC820102

Doty, Charles R.

Review and Synthesis of Research and Development in Technical Education in Community Colleges, 1978-1981.

Pub Date 81
Note-37p.; Paper presented at the National Convention of the American Technical Education Association (Boston, MA, 1981).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Agricultural Education; *Allied Health Occupations Education; Articulation (Education); Bibliographies; *Business Education; College Curriculum; *Community Colleges; Cooperative Education; Educational Planning; *Educational Research; Educational Trends; Followup Studies; Literature Reviews; Research Needs; Research Reports; School Business Relationship; *Technical Education; Two Year Colleges; Womens Education

This literature review covers research and developments in community college technical education for the years 1978 to 1981. The source for the review was Resources in Education, and materials were selected for inclusion based on the following criteria: (1) the study pertains to technical education, defined to include not only engineering technology, but also health, business, agriculture, counseling, etc.; (2) the findings have national significance; (3) the methodology is judged appropriate and thorough; (4) the reports are available; and (5) the studies are representative of research in a particular area. The paper attempts to identify research trends, major research and development activities recently completed or initiated, and the status of the research projects. The subject areas included in the review are articulation, change process/dissemination, college credit for experiential learning, cooperative education, curriculum modules, declining enrollment, follow-up and evaluation studies, general education, handicapped students, principles applied in laboratories and clinics, learning processes, minority opportunities, program planning and philosophy, surveys of business and industry, and women's education. In addition, six recommendations are presented in the areas of developing an organized body of knowledge, changing teaching and administrative processes, coordinating research, and educating researchers. An extensive bibliography is included. (KL)

ED214569 JC820104

Schmeltekopf, Donald D., Ed.; Rassweiler, Anne D., Ed.
The Review and Proceedings of the Community College Humanities Association, Number 3.
Community Coll. Humanities Assoc., Cranford, N.J.
Pub Date Feb 82
Note-125p.
Available from-Community College Humanities Association, Union College, 1033 Springfield Ave., Cranford, NJ 07016 ($5.00).
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Business Education; College Role; *Community Colleges; Core Curriculum; Curriculum Development; *Educational Objectives; Educational Philosophy; Ethics; General Education; *Humanistic Education; *Humanities; Humanities Instruction; Liberal Arts; Philosophy; Student Development; Two Year Colleges
Identifiers-*Community College Humanities Association; Miami Dade Community College FL

Designed as a forum for views on issues concerning the humanities in two-year colleges, this journal begins with "A Call for Common Learning," in which Ernest Boyer discusses the goals of education and outlines six themes which students should study to understand themselves, their society, and the world in which they live. Responding to Boyer, Donald Billiar, in "Educating Minds and Hands," calls for the rejection of a curriculum which perpetuates the split between academic and occupational education or which narrowly defines curriculum subjects and content; and Jeffrey Lukenbill outlines "General Education at Miami-Dade Community College." In "Business Education, the Liberal Arts, and the Community College," Norman E. Bowie discusses the role of ethics in business education. Next, in "Rethinking Everything," Myron Marty calls for a reexamination of the humanities, its curriculum, teaching styles, student-teacher relations, and teacher relations with their discipline. James Perry presents a philosophical analysis of the importance and functions of humanities courses in the curriculum. Next, Breneman and Nelson's "Financing Community Colleges: An Economic Perspective" is reviewed by Leslie Koltai, and Charles Moran reviews four writing texts. Finally, Margaret Williams presents "Recent Curricular Developments in the Humanities: Achievements of the National Humanities Faculty Two-Year College Program." The journal includes proceedings of Community College Humanities Association meetings. (HB)

ED214570 JC820109

Stein, June B.

At What Point Students Left Classes at Minneapolis Community College, Fall Quarter, 1981.

Minneapolis Community Coll., Minn.
Pub Date Jan 82
Note-10p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Persistence; *Attendance Patterns; Community Colleges; Dropout Research; *Dropouts; Educational Counseling; School Surveys; Two Year Colleges; *Withdrawal (Education)

A study was conducted at Minneapolis Community College to determine the point at which students dropped out of classes during fall quarter 1981 and to consider whether counseling interventions at any particular point during the quarter could reduce student attrition. A sample of 71 classes (20% of the classes offered) was taken, and instructors provided information on 83.1% of the classes in the sample. Students were classified as "no shows" if they never attended class and as "dropouts" if they attended class but later dropped out either officially or unofficially. Study findings included the following: (1) the number of male and female dropouts and no shows were almost equal, although women made up 62% of the student body; (2) no shows and dropouts made up 71% of all "N" (no credit) and "W" (withdrawal) grades; (3) no shows received 42.2% and dropouts received 28.9% of the "N" and "W" grades; (4) of the students who dropped out, 18.1% did so during the 3rd week of the quarter, 21.0% during the 4th week, 10.5% during the 7th week, and 12.4% during the 8th week; and (5) the patterns of student withdrawal varied among the disciplines, with students in science and mathematics courses tending to drop out later in the quarter than students in social science and humanities courses. Based on the findings, it was recommended that instructors refer no shows and students in academic difficulty to counselors and that courses be held during the 5th week break to keep students in the habit of attending. (HB)

ED214571 JC820110

Bessent, Authella; Bessent, E. Wailand

Productivity in Community College Programs: A Technique for Determining Relative Efficiency.

Community Coll. Productivity Center, Dallas, TX.
Spons Agency-Air Force Office of Scientific Research, Washington, D.C.; National Science Foundation, Washington, D.C.; Office of Naval Research, Washington, D.C.
Pub Date Dec 81
Note-45p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Community Colleges; Educational Economics; *Efficiency; Evaluation Methods; *Input Output Analysis; Methematical Models; Outcomes of Education; Postsecondary Education; *Productivity; Program Effectiveness; Program Evaluation; Vocational Education
Identifiers-*Data Envelopment Analysis Model

The Data Envelopment Analysis (DEA) model, a conceptual model for measuring productivity and efficiency, is presented and applied in this report. First, the DEA model is described, and three of its properties that make it particularly useful are identified; i.e., it measures efficiency of units relative to each other rather than to absolute criteria; it permits the use of multiple inputs and outputs; and it provides management information relative to the inputs and outputs of particular units. After detailing the theory and method of the DEA, the report applies it to measure the efficiency of 22 occupational programs in a comprehensive community college. First, the college setting is described, and then its decision-making units (DMU's) are identified, output and input measures currently used to make program and budgeting decisions are defined, and the results of the analysis are presented and discussed, with particular emphasis on the information produced by the analysis that has administrative significance. Examples of the use of such information are provided for three allied health programs. Finally, the limitations and requirements of the DEA technique are considered, as well as theory extensions that are under development. A technical appendix, specifying the mathematical model, and an extensive bibliography are included. (Author/KL)

ED214572 JC820111

St. Thomas, Sister

An Analysis of the Relationship between the First Semester Grade Point Average and the State Board Nursing Scores of Vermont College Graduates.

Pub Date Mar 82
Note-23p.; Ed. D. Practicum, Nova University.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Standards; *Certification; College Graduates; Community Colleges; *Grade Point Average; *Nursing Education; *Predictive Measurement; Scores; Standardized Tests; State Licensing Boards; Two Year Colleges

A study was conducted to analyze the relationship between the first-semester grade point average (GPA) of nursing students at Vermont College and their scores on the Nursing State Board Examination. The study sought to determine whether a GPA of 1.75 (which is currently required for progression in the nursing program beyond the first semester) could predict success in the State Board Examination. GPA's were obtained for each freshman student nurse in 1976 and 1977 (N=108) and nursing examination scores were determined for each 1978 and 1979 graduate (N=76), and matching scores and GPA's were correlated. The study revealed that while there was a significant relationship between GPA and Nursing Board scores, a GPA of 1.75 failed to predict success in the examination. However, on the basis of a linear regression analysis, failure in the Nursing Board exams could be predicted with a 95% level of confidence for those students with a first-semester GPA below 1.5. On the basis of these findings, it was recommended that the GPA required for continuation beyond the first semester be lowered from 1.75 to 1.50. The study report includes a review of the literature on GPA and other predictors of student success and a bibliography. (HB)

ED214573 JC820112

Guskey, Thomas R.; And Others

The Center for the Improvement of Teaching and Learning: Exploring New Directions in Community College Research.

Chicago City Colleges, IL. Center for the Improvement of Teaching and Learning.
Report No-CITL-OP-1
Pub Date 82
Note-20p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Community Colleges; Consortia; Cooperative Programs; Educational Research; *Educational Strategies; *Instructional Improvement; *Instructional Innovation; Mastery Learning; Program Descriptions; Program Development; Teacher Effectiveness; Teaching Methods; Two Year Colleges
Identifiers-*Center for Improvement of Teaching and Learning

In spring 1981, resources were allocated for the establishment of the Center for the Improvement of Teaching and Learning, which would coordinate strategies to improve methods of instruction and learning in the community colleges of the United States. The emphasis of the Center is on the development of strategies that require relatively small changes in teaching methods, but that yield large effects on student learning outcomes. Ideas, methods, and processes are tried first on a pilot basis in one or more colleges and, if the pilot is successful, a demonstration project is conducted at five or six institutions. If the project proves to be educationally and economically sound, findings are made available through publications, workshops, and conferences. Current projects being undertaken by the Center include studies to improve student achievement in the crucial first term of college; an examination of the teaching methods and procedures of particularly effective teachers; the development of mastery learning strategies (that is, those which involve conventional instruction followed by feedback correction procedures); and the study of ways to teach higher mental processes in order to improve learning and information retention. Future directions for the Center include the coordination of projects developed across the country and the establishment of consortia of faculty and administrators to initiate and participate in further studies. (HB)

ED214574 JC820113

The Developmental Program at Alvin Community College: A Description. Revised Edition.

Alvin Community Coll., Tex.
Pub Date 82
Note-62p.
Available from-Alvin Community College, Associate Dean of Student and Instructional Services, 3110 Mustang Road, Alvin, TX 77511 ($1.50).
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Community Colleges; Curriculum Development; *Developmental Studies Programs; Educationally Disadvantaged; Educational Philosophy; Program Descriptions; *Program Development; Program Evaluation; *Remedial Instruction; *Student Development; Two Year Colleges

This booklet describes the history, rationale, and operations of Alvin Community College (ACC's) Developmental Education Program. Section I, first, outlines the college's commitment to the philosophy of developmental education; second, provides a history of developmental education at ACC, covering the adoption of an open-door policy, the establishment of a developmental curriculum committee, the opening of a learning laboratory, the provision of special services for disadvantaged students under a federal grant, and the changes in organizational responsibilities for developmental education within the college; and third, establishes the need for the program. Section II examines the goals and outcomes of the program, specifying target groups to be reached and appropriate human development, basic skills, and preparation goals. Section III describes the operation of the program with reference to: (1) its organization and the roles and responsibilities of staff and administrators; (2) student diagnosis processes, which include referral, placement, and advisement; and (3) the prescribed courses in basic skills and human development. Section IV proposes a model and procedures for program evaluation, while Section V contains a consultant's report on the program's successful operation. Appendices provide information on course syllabi, exit criteria, grading policies, registration, a sample course plan, and learning laboratory procedures. (HB)

ED214575 JC820114

Lovell, Ned B.; And Others

A Collective Bargaining Contract Analyzer for Community Colleges.

Illinois Community Coll. Trustees Association, Springfield.; Illinois State Univ., Normal. Center for the Study of Educational Finance.
Pub Date 82
Note-60p.; Jointly published by the Office of the President, Illinois State Univ. Some parts marginally legible.
Available from-Center for the Study of Educational Finance, DeGarmo 331, Illinois State University, Normal, IL 61761 ($3.50).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Collective Bargaining; *College Administration; College Faculty; College Planning; *Community Colleges; Employment Practices; Faculty College Relationship; Grievance Procedures; Labor Relations; Models; *Negotiation Agreements; *Personnel Policy; State Surveys; Two Year Colleges
Identifiers-*Illinois

This monograph provides comparative data to assist community colleges in analyzing, planning, and negotiating collective bargaining agreements within the context of a comprehensive Contract Item Analysis (CIA) model. In the monograph, the CIA model is applied to agreements reached in the Illinois Community College System (ICCS), although it provides a framework for negotiating contracts at any academic institution. The first of the report's three sections studies the common characteristics of community college contracts in the ICCS and compares provisions relating to bargaining status, length of contract, teaching load, academic freedom, benefits and leave, grievance definitions and procedures, management rights, and no-strike clauses. The second section outlines the use of the CIA model for: (1) analyzing current or proposed contract language; (2) developing alternative language or counter-proposals; and (3) reacting to union language presented at the outset of or during negotiations. The third section applies the CIA model to four key contract provisions (i.e., grievance procedures, class size, teaching load, and office hours); discusses sample contract language and its implications; and proposes alternative language and actions. Appendices provide a breakdown of bargaining unit membership in the ICCS and a glossary of collective bargaining terms. (HB)

ED214576 JC820115

Federal Funding to Two Year Colleges, Fiscal Year 81.
National Council for Resource Development, Washington, D.C.
Pub Date 81
Note-77p.
Available from-American Association of Community and Junior Colleges, One Dupont Circle, NW, Washington, DC 20036 ($5.00).
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Community Colleges; *Educational Finance; Endowment Funds; *Federal Aid; Federal Programs; *Financial Support; Grants; National Surveys; *Resource Allocation; Scholarship Funds; *Two Year Colleges

This report is designed to provide a comprehensive picture of funding by federal agencies to two-year colleges during fiscal year 1981. Tables provide information on the source of funding; specific programs funded; the amount of funds authorized; the amount appropriated; funds obtained by two-year colleges; total number of awards; total number of proposals submitted; number of awards to two-year colleges; and the number of proposals submitted by two-year colleges. This information is provided by agency and agency subdivision including the Departments of Education, Energy, Health and Human Services, and Labor, the National Endowment for the Humanities, National Institute of Mental Health, the National Science Foundation, and University Year for Action. The report also includes a summary of Department of Education funding for vocational and adult education by state, program, and amount. The report concludes with a summary and analysis of the changing directions of funding, by agency and division, and includes the following observations: (1) significant reorganizations have moved many programs, especially within the Department of Education; (2) overall, funding for educational projects has been reduced; (3) levels and directions of funding in the future are extremely uncertain; and (4) there are still many programs where two-year colleges can compete effectively for funds. (HB)

ED214577 JC820117

Putting America Back to Work: A Concept Paper.
American Association of Community and Junior Colleges, Washington, D.C.; Association of Community Coll. Trustees, Annandale, Va.
Pub Date 26 Mar 82
Note-12p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Community Colleges; Educational Opportunities; *Federal Legislation; Federal Programs; Industrial Training; *Job Training; *Labor Force Development; Labor Market; Labor Needs; Labor Supply; Labor Utilization; *Public Policy; Two Year Colleges; Underemployment; Unemployment; *Vocational Education

The United States requires a coordinated, national approach to human resource development that will result in the establishment of priorities, detailed planning, and the full use of public and private resources backed by adequate state and federal funding. Problems of unemployment, underemployment, skilled worker shortages, national defense needs for well trained armed forces, the fragmentation of government training programs, and conflicting program requirements all underscore the compelling need for a national policy framework for employment development and training. While America's community colleges can and do provide educational upgrading programs, prepare skilled workers, assist local industries, and provide expertise in state and local planning, these institutions must be better utilized in solving the problems of employment development and training. This can be accomplished through occupationally specific training, focus on skill shortage areas, programs promoting entrepreneurship, collaboration with local businesses and labor unions, and productivity studies and local work force planning efforts. However, national leadership and a policy framework are required if these programs are to be implemented. Existing legislation must be reviewed and new legislation initiated to promote school industry cooperation, increase state-level determination of resource allocations, promote preparation for jobs with regional priority, and unify federal job training programs. (KL)

ED214578 JC820118

Friedlander, Jack

Science Education for Women and Minorities in an Urban Community College. Topical Paper Number 75.

Center for the Study of Community Colleges, Los Angeles, Calif.; ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency-National Inst. of Education (ED), Washington, D.C.; National Science Foundation, Washington, D.C.
Pub Date 81
Contract No-400-78-0038
Grant-NSF-SED-79-20222
Note-107p.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Academic Persistence; *College Science; Community Colleges; Courses; Dropouts; *Enrollment Influences; Females; Grades (Scholastic); Minority Groups; Multicampus Districts; Questionnaires; School Holding Power; School Surveys; *Science Education; *Student Attitudes; Student Educational Objectives; Student Recruitment; Teacher Attitudes; Two Year Colleges; *Two Year College Students; Withdrawal (Education)
Identifiers-*Los Angeles Community Colleges CA

In an effort to promote greater student participation (especially among women and minorities) in science courses and programs, a study of science education in the Los Angeles Community College District was conducted. The primary objectives of the study were, first, to describe students' course-taking patterns, science background, and attitudes toward science; second, to identify institutional patterns that enhance science enrollments and course completion; and third, to describe intervention strategies that will increase student participation in science. Information for the study was gathered through an analysis of 8,873 student transcripts; a survey of 6,425 students in 268 courses; a survey of 268 instructors; a curriculum analysis; and interviews with 65 administrators, science faculty, and counselors. Selected findings from these activities include: (1) just over 40% of the students completed one or more science courses; (2) withdrawals accounted for 32% of student grades in their first science course; (3) the majority of student respondents had not been encouraged to enroll in science classes in high school or college; and (4) there were large discrepancies between students' career objectives and the courses in which they enrolled. Based on the study, expanded recruitment efforts, redesign of curricula to reflect student objectives and abilities, increased retention efforts, and improved faculty development programs were recommended. (Survey instruments are appended.) (Author/HB)

ED214579 JC820119

Easton, John Q.; Guskey, Thomas R.

Estimating the Effects of College, Department, Teacher and Course on Course Completion Rates.

Pub Date Mar 82
Note-14p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Persistence; *College Faculty; *Community Colleges; *Courses; *Departments; Introductory Courses; Multivariate Analysis; *School Holding Power; Teacher Effectiveness; Two Year Colleges; Urban Schools; *Withdrawal (Education)
Identifiers-City Colleges of Chicago IL

A study was conducted to examine the effects of four independent variables, i.e., college, department, teacher, and course, on course completion rates at the City Colleges of Chicago. Three colleges were chosen as representative of the eight City Colleges, and the English, Business, and Mathematics Departments were chosen from the departments with the largest enrollments. From within each of the three departments at the three campuses, ten teachers, each teaching one introductory course and one higher-level course in spring 1981, were randomly selected. Statistical analyses revealed significant variations in completion rates between teachers and between colleges, with these two factors accounting for about two-thirds of the total variation. There was also significant variation between departments across colleges and considerably greater variation between colleges than between departments within a college. The study revealed an insignificant level of variation between upper and lower-level courses. Since teacher effect accounts for the largest amount of variation in earned credit rates, staff development should be considered as a method for improving student achievement and retention rates. Differences between colleges may be due to policy, administrative expectations, or procedures, and an examination of these factors may be appropriate. (HB)

ED214580 JC820120

Losak, John; And Others

High School Preparation as Viewed by Academically Underprepared College Students.

Miami-Dade Community Coll., Fla. Office of Institutional Research.
Pub Date Feb 82
Note-53p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-College Bound Students; *College Preparation; Community Colleges; Compensatory Education; *Educational Needs; Educational Objectives; Institutional Evaluation; *Participant Satisfaction; Private Schools; Program Evaluation; Public Education; Questionnaires; *Remedial Instruction; School Surveys; *Student Attitudes; Student Development; Study Habits; Two Year Colleges; *Two Year College Students

Miami-Dade Community College (MDCC) conducted a study of students who were tested and placed in developmental courses in order to: (1) obtain a clearer picture of the level of high school preparation of these students; (2) to ascertain students' views of their high school preparation and the skills they perceived as needing more emphasis in high school; and (3) to obtain information for improving student preparation for college. To achieve these objectives, 452 students in developmental courses were surveyed; 211 student high school transcripts were examined; and the Comparative Guidance and Placement Test (CGPT) scores of 4,577 public and private high school graduates were compared. The survey revealed that while a large percentage of respondents studied a lot (49.9%), could get help if needed (67.5%), and felt they had improved as students (65.3%), 25.8% did not feel ready for college after high school, 50.3% felt they had not learned to study in high school, and a majority would take additional math and English courses if they could start high school over. The transcript analyses revealed that students in lower-level high school curriculum tracks were more apt to be placed in remedial courses than students in accelerated courses. Only slight differences were revealed in the CGPT scores of public and private high school students. The study report provides an item-by-item analysis of survey responses, includes data tables, and is appended by the questionnaire and a rationale for questionnaire items. (HB)

ED214581 JC820121

Anderson, Del M.
Counselor Accountability Model of Grossmont College: A Working Paper.
Grossmont Coll., El Cajon, Calif.
Pub Date 13 Feb 81
Note-79p.; Presented at the California Personnel and Guidance Association Convention (San Diego, CA, February 13, 1981).
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Accountability; College Planning; Community Colleges; Counseling; *Counseling Objectives; Counseling Theories; Counselor Evaluation; *Counselor Role; *Counselors; *Educational Counseling; Models; Program Development; Staff Development; Student Development; Student Personnel Services; Two Year Colleges
In response to increased scrutiny of public education and the need for counselors to quantify and legitimate their work, Grossmont College (GC) has developed an accountability model for counselors. The model prescribes the identification of the statutory requirements, institutional needs and characteristics that establish the parameters for counseling programs. It also requires its users to establish institutional goals; to help set student goals based on formal needs assessment and common developmental tasks; to develop program responses; and to establish qualitative and quantitative accountability measures for each item listed as a program parameter. In addition to describing GC's accountability model and the definitions, resources, and purposes upon which it is based, this report states the general purposes of counseling and identifies the following counselor functions: academic advising; career and personal counseling; liaison with academic divisions, other student service programs, and the community; articulation with secondary and postsecondary institutions; peer and foreign student advising; institutional maintenance; staff development; testing; and responsibilities for interns and special programs. The report also discusses some common misconceptions about the counselor's role and provides GC's counselor work schedule. The bulk of the document is composed of sample documents and explanatory notes related to the counseling functions considered in the report. (HB)

ED214582 JC820122

Parnell, Dale; Yarrington, Roger

Proven Partners: Business, Labor, and Community Colleges. AACJC Pocket Reader 1.

American Association of Community and Junior Colleges, Washington, D.C.
Report No-ISBN-0-87117-116-3
Pub Date 82
Note-59p.
Available from-American Association of Community and Junior Colleges, One Dupont Circle, NW, Washington, DC 20036 ($5.00).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adult Vocational Education; Community Colleges; *Cooperative Education; Cooperative Programs; Financial Support; Industrial Training; Job Skills; *Labor Education; Nonschool Educational Programs; *Off the Job Training; *On the Job Training; Program Descriptions; Retraining; *School Business Relationship; Supervisory Training; Training Allowances; Two Year Colleges; Work Experience Programs

This booklet provides brief descriptions of cooperative arrangements between community colleges and local businesses, industries, and labor unions established to meet employee needs for training. Following an introduction which notes the importance of such arrangements, partnerships involving 38 community colleges in 23 states are described. Industries associated with these programs include manufacturing, insurance, data services, defense, electronics, optical fabrication, construction, furniture, and textile industries. Programs are also described which offer services to hospitals; local, state, and federal agencies; and power and telephone companies. The types of training provided through these programs include college courses at industry sites, apprenticeship programs, pre-employment training, management training, courses in teaching techniques for company instructional personnel, worker retraining after layoffs, and skill upgrading. The program descriptions include, with variations, information on the nature of the program; problems to be addressed by the cooperative agreement; types of courses and training provided; the source of instructional staff; the types of learning materials used; the support services available; company contributions in terms of released time for employees, facilities, equipment, and funds; and the name of a contact person for further information. (KL)

ED214583 JC820123

Kelly, J. Terence; Anandam, Kamala

Teaching Writing with the Computer as Helper. AACJC Pocket Reader 2.

American Association of Community and Junior Colleges, Washington, D.C.
Report No-ISBN-0-87117-115-5

Pub Date 82

Note-58p.; Tables with small, light print will not reproduce well.
Available from-American Association of Community and Junior Colleges, One Dupont Circle, NW, Washington, DC 20036 ($5.00).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Community Colleges; *Computer Assisted Instruction; *Computer Managed Instruction; *Computer Oriented Programs; Educational Technology; English Instruction; *Individualized Instruction; Program Descriptions; Program Evaluation; Teacher Role; Two Year Colleges; Writing (Composition); Writing Evaluation; *Writing Instruction

Identifiers-*Miami Dade Community College FL

An instructional management system, called Response System with Variable Prescriptions (RSVP), is described in this report as it is used at Miami-Dade Community College (MDCC). Following introductory material, the relevance of such a system to current educational issues is explored and the use of computer technology in education is discussed. The RSVP system is then introduced, and its applications in subject area instruction, student advisement, and other areas are reviewed. The RSVP Feedback Program for Individualized Analysis of Writing is the focus of the remainder of the report. The program description indicates that the sequence of activities in the writing program includes the following: (1) students turn in writing assignments; (2) the instructor chooses a level of achievement represented by the writing sample; (3) the instructor identifies the errors which should be addressed; (4) the instructor makes comments on the writing sample; (5) the computer generates exercises and feedback to address the identified errors; and (6) the RSVP feedback letters are distributed in class with the assignments. Samples of student writing and the RSVP materials generated by the teacher and computer are provided. The report then presents results of a field test of the RSVP writing program and a discussion of how the writing program has been implemented with particular groups of students. A bibliography of literature on RSVP is followed by concluding remarks on the success and future of RSVP. (KL)

ED214584 JC820124

Jackman, Mary Jane G.; Mahoney, James R.

Shoulders to the Wheel: Energy-Related College/Business Cooperative Agreements.

American Association of Community and Junior Colleges, Washington, D.C. Energy Communications Center.
Spons Agency-Department of Energy, Washington, D.C.
Report No-ISBN-0-87117-117-1
Pub Date Feb 82
Grant-DE-FG-05-79IR10295
Note-70p.

Available from-American Association of Community and Junior Colleges, One Dupont Circle, NW, Washington, DC 20036 ($6.00).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Case Studies; College Planning; Community Colleges; Cooperative Planning; *Cooperative Programs; Economic Development; *Economic Factors; Educational Policy; Educational Trends; Energy; *Program Development; Public Policy; *School Business Relationship; *Two Year Colleges

This booklet provides information on cooperative agreements between college and industry, focusing special attention on such agreements in energy-related fields. After highlighting the major elements of cooperative agreements and their benefits and potential problems, the report examines the economic context in which joint activity between colleges and industry must operate; outlines current national economic problems; discusses the Reagan administration's proposed solution to these problems and the impact of Reagan's economic recovery plan on federal agencies; and assesses the potential contributions which community colleges can make to the resolution of these problems. Next, a full case study of a cooperative agreement between Edmonds Community College and the Public Utility District Number 1 of Snohomish County, Washington, is provided, followed by five brief case studies, and 32 case study abstracts of current projects involving two-year colleges and industry in 21 states. The North Carolina State Economic Development Model is then described. The following section provides an analysis of cooperative agreements; identifies some of their special characteristics; highlights several models; points to benefits and problems associated with their implementation; and offers advice for developing joint college/industry activities. Appendices provide a formal overview of federal economic policies since the 1930's, an example of a formal written agreement, and a bibliography. (HB)

ED214585 JC820125

Keyser, John S.; And Others
A Report on the Oregon Consortium for Student Success.
Mount Hood Community Coll., Gresham, Oreg.
Pub Date 4 Aug 81
Note-111p.; Best copy available.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Academic Achievement; Academic Persistence; Community Colleges; Consortia; *High Risk Students; *School Holding Power; *Statewide Planning; *Student Personnel Services; Student Teacher Relationship; Two Year Colleges; Two Year College Students
Identifiers-*Oregon; *Oregon Consortium for Student Success
This report provides an overview of the activities and outcomes of the Oregon Consortium for Student Success during 1980-81. As introductory material notes, the 13 community colleges involved in the consortium were charged with organizing a task force to improve advising and retention strategies for high risk students. The report emphasizes several factors that were key to the consortium's success; i.e., the project's overall goal was broadened to allow each college to define its own solutions to indigenously defined problems; a team approach broke down the barriers separating student services from the instructional process; and internal experts designed solutions for the problems unique to each college. Among the major outcomes cited are: (1) an increased awareness of the importance of campus-based attrition research; (2) the review and improvement of existing student advising programs; (3) the development of mechanisms to promote caring attitudes toward students; (4) heightened awareness of the importance of career guidance; (5) shared responsibility for student success; and (6) a synthesized emphasis on advising, retention, and instruction. The bulk of the document is composed of reports from each community college task force, which in a variety of formats, outline group activities and outcomes. Also included is Wolpert and Mikesell's study, "The Nature, Frequency, and Seriousness of Perceived Gross Injustices." (AYC)

ED214586 JC820127

Quay, Richard H.

On the History and Future of the American Junior College: A Bibliography of Edmund J. Gleazer, Jr. Public Administration Series: Bibliography.

Vance Bibliographies, Monticello, Ill.
Report No-ISSN-0193-970X
Pub Date Mar 82
Note-11p.
Available from-Vance Bibliographies, P. O. Box 229, Monticello, IL 61856 ($2.00).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Community Colleges; *Educational History; *Educational Trends; Two Year Colleges
Identifiers-*Gleazer (Edmund J)

This bibliography provides a chronological listing of the writings of Edmund Gleazer, Jr., former chief executive officer of the American Association of Community and Junior Colleges. Following a brief biographical sketch, the bibliography cites Gleazer's writings dealing with the origins and future of the community college. The 70 citations cover the years 1953 through 1981 and include books; journal articles; essays in edited collections; papers presented to conferences, conventions, and workshops; editorial and opinion columns; project reports; edited collections and directories; monographs; and a dissertation. Materials of single, joint, and multiple authorship are included. Citations to several ERIC documents are made. (KL)

ED214587 JC820128

Interreliance: An Energy Awareness Project for the Community Colleges. A Report of the Task Force on Energy Education.

Hawaii Univ., Honolulu. Office of the Chancellor for Community Colleges.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date Mar 82
Note-51p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-College Role; Community Colleges; Community Education; *Curriculum Development; *Energy; *Energy Conservation; Feasibility Studies; Labor Force Development; *Labor Needs; Needs Assessment; *Power Technology; State Surveys; *Statewide Planning; Technical Education; Two Year Colleges
Identifiers-*Hawaii

This report describes the activities and recommendations of the Chancellor's Energy Task Force, which was established to give emphasis and direction to systemwide energy education efforts within the Hawaii community colleges. Part I describes the activities of the Energy Conservation on Campus Committee, which resulted in campuswide plans to identify conservation needs, assess conservation efforts, recommend incentives, and determine possible areas for future conservation. Part II contains a local manpower and feasibility study report. After identifying alternative energy sources (i.e., bioconversion, geothermal, ocean thermal, direct solar energy, and wind energy) and describing study methodology, the study report considers findings in the areas of industry growth plans and potential, industry's labor needs over a five-year period, and requisite employee skills. The Energy Education Committee's recommendations, based on study findings, are then presented, including the recommendation that no programs be initiated at this time, though courses focusing on alternative energy sources be added to existing curricula. Part III summarizes the activities and recommendations of the Energy Awareness for Campus and Community Committee, noting survey results on energy-related instruction on campus and recommending curricular modifications. Limited community services involvement by the campuses is noted and a leadership role in community education recommended. (KL)

ED214588 JC820130

Snider, Patricia A.; Valente, Patricia L.
Community College Career Alternatives Handbook.
Morton Coll., Cicero, IL. Counseling Center.
Pub Date 80
Note-92p.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Career Awareness; *Career Counseling; *Career Guidance; *Career Planning; College Transfer Students; Community Colleges; Employment Qualifications; Job Analysis; Majors (Students); *Occupational Information; Student Educational Objectives; *Transfer Programs; Two Year Colleges; *Vocational Education

This handbook was designed as a resource on career alternatives for counselors and students and to identify the Illinois colleges and universities to which the community college student may transfer to complete his/her education. The handbook is classified by college majors offered at Morton College (MC), and is based on information obtained from company, business, government, and service recruiting materials; a guide to occupational temperment characteristics; program catalogs; and MC alumni. After introductory material outlining the handbook's purposes and organization, MC's 17 university transfer programs are listed and pertinent information is provided on careers in the field, the general temperment characteristics of those working in the field; the alternative career options within the major; transfer information and requirements; and career clusters for the transfer degree programs. Next, relevant career information, career options, transfer information, and career ladders based on job qualifications are provided for MC's 18 occupational programs, which lead to immediate employment. Appendices provide advice on how to choose a college and the best job; list MC transfer and career programs and other Illinois community colleges with similar degree programs; and offer a selected bibliography. (HB)

ED214589 JC820131

California College-Going Rates and Community College Transfers: 1980 Update.

California State Postsecondary Education Commission, Sacramento.
Pub Date 80
Note-82p.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-College Bound Students; College Freshmen; *College Students; Community Colleges; *Enrollment Rate; *Enrollment Trends; *Ethnic Distribution; Ethnic Groups; Females; Local Norms; Males; Minority Groups; Postsecondary Education; State Colleges; State Surveys; State Universities; *Student Characteristics; Two Year College Students
Identifiers-*California

In California, studies of the flow of students from high school to higher education and from community colleges to four-year institutions have been conducted annually since 1978 by the California Postsecondary Education Commission. These studies have sought to identify trends in college-going rates and examine the gains and losses in college-going rates experienced by various counties in light of statewide trends; to compare the ethnic distribution of high school graduates with that of first-time freshmen in higher education; and to examine trends in community college transfer, comparing the ethnic distribution of

transfers to that of first-time freshmen in the community colleges. Highlights of the 1980 study included: (1) college-going rates for recent high school graduates continued to increase for public higher education; (2) the percentage of male high school graduates enrolling in the University of California (UC) and the California community colleges was higher than the percentage of females enrolling in these institutions, while a greater percentage of females than males enrolled in the California State Universities (CSU); (3) the percentages of Blacks and Hispanics continued to be smaller in the distribution of first-time freshmen in public higher education than in the distribution of high school graduates; and (4) community college transfers to the UC continued to decline while transfers to CSU increased. Extensive data tables are appended. (KL)

ED214590 JC820135

Piatt, Virginia; Seybert, Jeff

Continuing Education Students.

Johnson County Community Coll., Overland Park, KS. Office of Institutional Research.
Pub Date Dec 81
Note-68p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Adult Education; *Adult Students; Community Colleges; Continuing Education; Educational Needs; *Enrollment Influences; Needs Assessment; Noncredit Courses; Participant Satisfaction; Questionnaires; School Surveys; *Student Attitudes; *Student Characteristics; *Student Educational Objectives; Two Year Colleges; *Two Year College Students

An in-class survey of 683 continuing education students was conducted at Johnson County Community College (JCCC) to obtain information on: (1) student characteristics, including age, sex, family characteristics, income, educational background, occupation, area of residence, distance to class, sources of information about JCCC, and method of registration; (2) student reasons for enrolling; attitudes toward the program, courses, JCCC, and earning a degree, and program preferences; and (3) students' interest in expanded services in the areas of mass transit, child care, summer classes, cable television courses, correspondence courses, and location and scheduling of classes. The study revealed that 43.2% of the respondents were enrolled in career-related courses, 25.4% in physical development courses, and 31.3% in general interest classes. The average age of the students was 34.9 years, and 69% of the sample were women. The study lead to recommendations for the development of courses to increase male representation; increased provision of child care services, which the survey revealed would increase the participation of 16% of the respondents; establishment of additional off-campus sites; a wider publication of class schedules and information on services offered to students; and greater use of audio-visual teaching methods. The study report includes extensive data tables and the survey instrument. (Author/HB)

ED214591 JC820136

Campbell, Dale F.

Postsecondary Occupational Education: National Trends, Issues, and Potential Implications for Texas Public Community/Junior Colleges.

Pub Date Feb 82
Note-17p.; Paper presented to the Mid-Winter Conference of the Texas Public Community/Junior College Association, Presidents' Association (Austin, TX, February, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-College Role; *Community Colleges; Educational Planning; *Job Training; *Labor Force Development; *School Business Relationship; Skilled Workers; *Statewide Planning; Technical Education; Two Year Colleges; *Vocational Education
Identifiers-*Texas

Three issues concerning the provision of occupational education in the community college are addressed in this paper. First, trends in business and industry are identified which point to an increased role for the colleges in training skilled technicians for high-technology industries. The problems of skilled labor shortages and lack of international competitiveness are highlighted, and a proposal for the development of a national policy on human resources and economic development is outlined. Second, five major issues faced by Texas are addressed: (1) the community college mission in the area of vocational education; (2) the identification of state needs and institutional responsibility for providing training; (3) the establishment of state policies for economic development and manpower training; (4) the determination of the relationship between industry and community colleges; and (5) the establishment of sources of funding for programs to train skilled workers. Third, potential solutions to these problems are proposed based on experiences in other states. The paper recommends that community colleges work as partners with industry to achieve economic development; that colleges identify themselves as the main deliverers of skilled training; that input on college role in human resource development be provided; and that new programs be started with state support to address industry needs for skilled workers. (HB)

ED214592 JC820137

Pepin, Andrew J.; Wells, Agnes Q.

Associate Degrees and Other Formal Awards Below the Baccalaureate, 1978-79.

National Center for Education Statistics (ED), Washington, D.C.
Pub Date Feb 81
Note-34p.; Tables with small print may not reproduce well.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Associate Degrees; *College Graduates; Community Colleges; *Degrees (Academic); *Educational Certificates; *Educational Trends; Females; Intellectual Disciplines; Males; National Surveys; Postsecondary Education; Private Colleges; Public Education; Questionnaires; *Two Year Colleges; Vocational Education

This summary report presents data from the National Center for Education Statistics' annual survey of degrees conferred, covering associate degrees and other formal awards granted for less than four years of college-level work at postsecondary institutions for the year 1978-79. Highlighted findings include the following: (1) 515,371 students received associate degrees and other formal sub-baccalaureate degrees (a decrease of 1.7% from the previous year); (2) 404,471 of these awards were associate degrees (a decline of 2.3%); (3) 52.9% of all award recipients were women (an increase of 2.1%); (4) 85.1% of the awards were made by public institutions (a decrease of 1.2%); and (5) 31.6% of the awards were in arts and sciences programs and 68.4% in occupational curricula. The report contains four analytical tables showing number of completions at the sub-baccalaureate level and percent change by curriculum category and division for the years 1974-75 to 1978-79; awards by sex and type of award for the years 1977-78 and 1978-79; number and percent of awards by sex and type of curriculum for 1977-78 and 1978-79; and awards by length of curriculum, type of credit, type of award, and sex of recipient for 1974-75 through 1978-79. Additionally, eight detailed tables for 1978-79 present data by institutional control and type, sex of recipient, state, curriculum type, discipline division, and specialty. The survey form is appended. (HB)

ED214593 JC820139

Story, Sherie; And Others

Washington Community Colleges Fall Quarter Report, 1981.

Washington State Board for Community Coll. Education, Olympia. Div. for Information Services, Research & Evaluation.
Pub Date [81]
Note-47p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Age; *College Faculty; *Community Colleges; Courses; Day Students; Employment Patterns; Enrollment; *Enrollment Trends; Ethnic Groups; Evening Students; Females; Full Time Faculty; Full Time Students; *Institutional Characteristics; Males; Part Time Faculty; Part Time Students; State Surveys; *Student Characteristics; Student Educational Objectives; Two Year Colleges; *Two Year College Students

Identifiers-*Washington

Data tables summarize various aspects of enrollment and services at the Washington community colleges, providing fall quarter data for 1977 through 1981. After introductory material highlighting the significant changes in the community colleges' profile, the report provides headcount and full-time equivalent (FTE) enrollment data by funding source and data on state-supported FTE faculty by employment status; state-supported FTE students by academic and occupational course intent and by time and location; and rates of change in state-supported FTE students and faculty and course sections. The report then goes on to provide information about the characteristics of students enrolled in state-supported or contracted classes. Data are broken down by full-/part-time status, student intent, age, source (i.e., high school, transfer, etc.), ethnic groups, and sex. Next, data from individual colleges and districts for fall 1980 and fall 1981 are presented in terms of FTE; time and location; faculty by employment status; academic/occupational course section offerings; headcount enrollment by institutional intent and funding source; and academic/occupational student headcount by student intent and ethnic group. Highlights reported from the fall 1980 and fall 1981 comparisons include a 30% reduction in part-time faculty and a 4% reduction in full-time faculty; a drop of 29.7% in evening and off-campus enrollments; and a decrease in part-time students. (KL)

ED214594 JC820140

Hammons, James, Ed.
Organization Development: Change Strategies. New Directions for Community Colleges, Number 37.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Report No-ISBN-87589-883-1
Pub Date Mar 82
Contract No-400-78-0038
Note-139p.
Available from-Jossey-Bass Inc., Publishers, 433 California Street, San Francisco, CA 94104 ($7.95).
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Administrative Change; College Administration; *Community Colleges; Faculty Development; Feedback; Industry; Organizational Change; Organizational Climate; *Organizational Development; *Organizational Effectiveness; Program Descriptions; Staff Development; Two Year Colleges
Identifiers-Higher Education Management Institute
The essays in this collection focus on various aspects of organization development (OD) and its application in educational institutions. First, Jim Hammons provides an overview of OD and its value to the community college. Then, Richard Woodman and William Muse describe techniques and methodologies that have been successful in improving work group or organizational effectiveness and examine private sector experiences with OD as they relate to the community college. Glenn Varney then reviews the history of OD and identifies professional issues. Next, David Kest describes a project of the Higher Education Management Institute (HEMI) which designed a management development and training program for colleges and universities. Characteristics of a successful OD intervention are considered by George Baker, who details the results of a National Institute for Staff and Organizational Development project, which sought to improve teaching and learning in the community college through an OD approach. The advantages and limitations of survey feedback, a widely used OD strategy, are explored by Gordon Watts, who outlines the survey feedback process and provides an annotated list of available instruments. Byron McClenney stresses the role of the college president in a successful OD program. Finally, an annotated bibliography of ERIC documents and journal articles about OD is provided. (KL)

ED214595 JC820142

Fine, Evelyn; And Others
Center for Small Business Annual Report.
Daytona Beach Community Coll., FL.
Pub Date 81
Note-8p.; Prepared by the Center for Small Business.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adult Education; Advisory Committees; Business Education; *Community Colleges; Community Development; *Community Services; Job Training; Older Adults; *Outreach Programs; *School Business Relationship; Two Year Colleges
Identifiers-Small Businesses; Small Business Management
This annual report highlights the activities and accomplishments of Daytona Beach Community College's Center for Small Business (CSB), which offers on an ongoing basis counseling sessions, seminars, workshops, and a resource library for local businesses. Following introductory material which describes the CSB advisory board and summarizes recent projects, the report lists the training workshops and seminars conducted by the Center and notes the national recognition accorded to the CSB by the American Association of Community and Junior Colleges. Among the other activities and projects cited are: (1) a demonstration project to train older adults in small business management; (2) counseling services; (3) activities undertaken as a Department of Commerce "multiplier" (as such the CSB offers services and counseling sessions to business owners on topics such as exporting and business planning for start up and growth); (4) involvement in Junior Achievement, the Small Business Coordinating Council, and other community agencies; and (5) efforts targeted toward the minority community through the planning of a Community Development

Corporation. Finally, the report underscores Daytona Beach Community College's commitment to the CSB, which is evidenced by the provision of faculty salaries and space. A list of 1981 seminars and workshops, which indicates their duration and number of participants, is appended. (KL)

ED214596 JC820143

Mojock, Charles R.
Older Persons in Small Business Project: Final Report.
Daytona Beach Community Coll., FL.
Pub Date Nov 81
Note-12p.; Paper presented at the Annual Convention of the Florida Association of Community Colleges (32nd, St. Petersburg, FL, November 11-14, 1981).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adult Education; Advisory Committees; Business; *Business Education; Business Skills; Community Colleges; *Older Adults; Outcomes of Education; Two Year Colleges
Identifiers-*Daytona Beach Community College FL; Small Businesses; *Small Business Management

In 1981, Daytona Beach Community College was designated as the site for a national demonstration project to aid older adults in setting up their own businesses--the Older Persons in Small Business (OPSB) program. In summer 1981, outreach to the community, scheduling and promotion of classes, recruitment of instructors, and the development of instructional materials prepared the way for the program to begin in the fall semester, and an advisory committee was established to oversee the program. Preliminary workshops were attended by 49 older adults, and five courses were planned for the fall quarter. Due to insufficient enrollments, only two of these five courses were actually offered: a 45-hour Small Business course and a module entitled Self-Employment in the Small Business. Seven of the ten students who took the Small Business course and six of the eight students in the Self-Employment module completed the activities. A follow-up survey of 14 of the original 18 students revealed that five had started their own businesses, and four were actively planning to do so. Recommendations arising from the project included the following: continued communication with senior citizens and organizations to assess their needs for OPSB programs and services; a rescheduling of courses with two offered in the fall and three in the winter; the opening of OPSB programs to students of all ages; and the assignment of a counselor for older students. (HB)

ED214597 JC820144

Burnham, Peter F.

Academic Standards Task Force Report.

Tompkins-Cortland Community Coll., Groton, N.Y.
Pub Date 81
Note-18p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Standards; *College Planning; Community Colleges; Educational Philosophy; Grade Point Average; *Grading; Policy Formation; *School Policy; Two Year Colleges

The product of a year-long research process undertaken by a Task Force on Academic Standards at Tompkins Cortland Community College (TCCC) in 1980-81, this report provides background to the deliberations of the Task Force and a presentation of their position on academic standards at TCCC. The report establishes the Task Force's commitments to quality education; consistency in measurement of academic standards; responsibility and accountability on the part of student and teacher; provision of clear information to students; and responsibility for students' total development. With these commitments as a context, the report provides 20 recommendations on academic standards covering the following areas: alternative time plans for course completion; evaluation of course requirements and basic skills prerequisites; provision of basic skills resources; filing of master syllabi; development of course outlines; establishment of consistent student evaluation practices and grading policies; commitment to proficiency examinations; development of new procedures for adding courses, course withdrawals, and final exams; elimination of "Y" (non-attendance) grades; retention of a plus and minus grading system; inclusion of "NC" (incomplete) as part of students' grade point averages; inclusion of all grades on student transcripts; repetition of courses; an academic warning system; student re-entry into programs; and consistent procedures for graduation requirements. (HB)

ED214598 JC820145

Analysis of Tuition and Fees.
California Community Colleges, Sacramento. Office of the Chancellor.
Pub Date Dec 81
Note-111p.; Computer printouts may not reproduce well.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Access to Education; Community Colleges; *Enrollment Influences; *Enrollment Projections; Postsecondary Education; Simulation; State Colleges; State Universities; *Statewide Planning; *Student Costs; Student Financial Aid; *Tuition; Two Year Colleges; Two Year College Students
Identifiers-*California

A study was conducted by the Chancellor's Office of the California Community Colleges (CCC) to examine the consequences of existing fee policies and the likely impact of possible changes in the fee structures. The study simulated the consequences of three different fee proposals for the CCC system: an annual fee increase of $50 ($30 for those taking less than six units); an annual increase of $60 ($40 for those taking less than six units); and an annual fee increase or tuition of $4 per unit. Major findings, based on research and simulation modeling and a review of existing studies, included the following: (1) an increase in fees or tuition would result in a proportionately greater loss of enrollment in the CCC system than in the State University (CSU) or University of California (UC) system, which were also proposing fee increases; (2) the greatest enrollment losses would be among self-supporting and low-income students; (3) increased fees or tuition would only be partially offset by student financial aid; and (4) proposed fee increases by the CSU and UC systems would be likely to affect CCC enrollments, though the result would probably be less than a 1% enrollment increase in the CCC system. The bulk of the report consists of appendices providing an analysis of price elasticity of demand for CCC enrollment; an enrollment/price simulation model; fee structures for 1976-1981; a national comparison of fees and enrollment; an analysis of the distributional impact of CCC education (i.e., who pays and who benefits); and a fee increase simulation. (HB)

ED214599 JC820147

Bers, Trudy H.
Assessment of Mandatory Placement in Communications: Fall 1981.
Oakton Community Coll., Des Plaines, IL. Office of Institutional Research.
Pub Date Mar 82
Note-18p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Community Colleges; Grade Point Average; *Predictive Measurement; Predictive Validity; *Reading Tests; *Standardized Tests; *Student Placement; Two Year Colleges; Verbal Tests; *Writing Evaluation; *Writing Instruction; Writing Skills
Identifiers-Nelson Denny Reading Tests; Test of Written Expression
As part of a one-year trial project, in fall 1981, Oakton College students who scored below 35 on the Educational Testing Service Test of Written Expression were not permitted to enroll in C101 (an introductory communications course) until they had successfully completed a developmental communications course or had retaken and passed the exam. To assess this mandatory placement policy, all sections of fall 1980 and fall 1981 C101 courses were compared with respect to grade distribution and course completion rates. Individual student scores on the Test of Written Expression (TWE) and the Nelson-Denny Reading Tests (NDRT) were correlated with measures of academic performance, such as grades in communications courses and grade point average (GPA). The study revealed that: (1) under mandatory placement, a higher percentage of enrollees in C101 successfully completed the course than under advisory placement

procedures used the year before; (2) TWE scores were not significantly correlated to student course grades or overall GPA, while NDRT scores were strongly correlated to course grades; (3) NDRT total scores (which combined vocabulary and reading comprehension scores) were strongly related to students' GPA's for courses other than communications courses; and (4) grades in C101 were not related to grades in other courses. Based on the findings, recommendations to use the NDRT for placement and to track subsequent performance in developmental courses were made. (KL)

ED214600 JC820148

Versteck, Mary M.

U. T. R. [Unit Treatment Rehabilitation] Program.

Pub Date Nov 81

Note-9p.; Paper presented at the Annual Conference of the Florida Association of Community Colleges (32nd, St. Petersburg, FL, November 11-14, 1981).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Agency Cooperation; *Allied Health Occupations Education; Community Colleges; *Cooperative Programs; Government School Relationship; *Mental Health Programs; Program Development; *Psychiatric Aides; Rehabilitation Programs; *Retraining; *State Agencies; Statewide Planning; Two Year Colleges

Identifiers-*Florida

In the mid-70's mental health programs in Florida underwent a major change with the implementation of a Unit Treatment Rehabilitation (UTR) model of patient care, which emphasizes the re-socialization of patients and a team approach to mental health care. In response to this change, an innovative program was developed through coordination between the state community college system and the Department of Health and Rehabilitation Services (HRS). Federal funds were obtained to retrain aide-level employees of four state mental hospitals and a ten-course program leading to a Certificate in Human Services was established in coordination with four community colleges. Later, state funds were obtained to speed the retraining process, and a four-course program was established to retrain all aide-level employees at the four hospitals within five years. HRS funds were divided among the four colleges, which also provided financial support for the programs. At each college, a faculty member served as part-time instructor and part-time administrator, and, in one case, coordination was established between the college and hospital through a liaison who administered the program from the two facilities. After outlining the development of the UTR program and problems of interagency coordination, the components of cooperative links between state agencies are presented, including recognition and clarification of need, curriculum development, delivery of service, and evaluation of outcomes. (HB)

ED214601 JC820151

Vaughan, Jerry L.

Strategic Planning: The Long Range Future of Community Colleges. A Report by the Projections Committee on Accreditation Reaffirmation at the College of the Mainland. Part I.

College of the Mainland, Texas City, Tex.
Pub Date 1 Apr 81
Note-87p.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*College Planning; *Community Colleges; Demography; *Educational Change; Environmental Influences; Influences; Institutional Characteristics; Literature Reviews; *Long Range Planning; Two Year Colleges
Identifiers-*Strategic Planning

Prepared as part of the College of the Mainland's (CM's) reaffirmation of its accreditation, this report: (1) identifies the principles of strategic planning relevant to the community college; (2) illustrates the implementation of strategic planning in a community college; (3) identifies the conditions conducive to the employment of strategic planning in a community college environment; and (4) suggests an organizational framework to facilitate strategic planning. Chapter I begins with an analysis of the higher education environment, then outlines the purposes of CM, and delineates the planning issues to be confronted. Chapter II provides a review of the literature on strategic planning in the community college. The conceptual framework of strategic planning is outlined in Chapter III in terms of the needs to be addressed, the nature of planning, strategic planning concepts, and the five stages of the process (i.e., formative, generative, analytical, operative, and consultation). Chapter IV describes various academic and societal factors that pertain to the operation of the community college, including public confidence, technological changes, demographic patterns, workforce distribution, and community self-direction. This chapter also provides an assessment of the environmental impact on the community college. Finally, Chapter V outlines the objectives of CM's Projections Committee in developing a strategic plan. (HB)

ED214602 JC820152

Schonberger, Ann K.

Gender Differences in Solving Mathematics Problems among Two-Year College Students in a Developmental Algebra Class and Related Factors.

Pub Date 17 Oct 81

Note-30p.; Paper presented at the Midyear Meeting of the American Education Research Association Special Interest Group on Women in Education (Washington, DC, October 17, 1981).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Academic Ability; Cognitive Style; Developmental Stages; *Females; *Males; *Mathematics Achievement; Mathematics Instruction; Problem Solving; Remedial Mathematics; *Sex Differences; Spatial Ability; Two Year Colleges; *Two Year College Students

A study was conducted at the University of Maine at Orono (UMO) to examine gender differences with respect to mathematical problem-solving ability, visual spatial ability, abstract reasoning ability, field independence/dependence, independent learning style, and developmental problem-solving ability (i.e., formal reasoning ability). Subjects included 27 females and 48 males from two-year programs at UMO who had finished or tested out of a developmental algebra course in 1980-81. Subjects received a multiple-choice test of algebraic concepts and paper and pencil tests assessing various abilities and characteristics. A three-stage analysis of the scores revealed the following: (1) males did better than females in the algebraic concepts test; (2) females had more independent learning styles; (3) although the three tests with a spatial or figural component were significantly correlated with problem solving, one of the tests showed no gender differences at all and the other revealed differences less than the differences on the problem-solving tests; and (4) tests of the level of formal reasoning ability tended to produce higher results among males. The study report details methodology, limitations, and findings; provides suggestions for further research; and considers implications for instruction. Data tables and sample test items are appended. (KL)

ED214603 JC820153

Hoeck, Jeanne; MacDougall, Peter R.

An Assessment of the Involvement of the LACCD [Los Angeles Community College District] in Contract Education for Foreign Students: Completed as Part of the Feasibility Study Directed toward the Improvement of Occupational/Technical Education in the San Fernando Valley.

Los Angeles Community Coll. District, Calif.
Pub Date [82]
Note-50p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Community Colleges; *Contracts; Educational Benefits; *Foreign Countries; *Foreign Students; *International Educational Exchange; Labor Force Development; Multicampus Districts; Program Costs; Surveys; Technical Assistance; *Technical Education; Two Year Colleges; Two Year College Students
Identifiers-Community College Cooperative for Intl Develop; *Los Angeles Community Colleges CA

As part of a study to determine the feasibility of the Los Angeles Community College District (LACCD) contracting with foreign countries to provide technical education and training, structured interviews were conducted with community colleges currently participating in contract education for third world countries. Twelve colleges, including the nine schools in the Community College Cooperative for International Development, Inc., were contacted and asked to provide information about program development, positive and negative experiences, and program costs. Interview questions addressed four major areas: general information, student personnel service, instructional services, and administration. The interviews revealed that the range of experience with foreign countries varied greatly. For example, in metropolitan areas enrollment of foreign students could be over 1,000, while in isolated areas enrollments were rarely over 12 students. The benefits to the colleges included direct financial gains in terms of tuition, administrative expenditures, and expenditures in the community, and intangible benefits acquired through intellectual stimulation and the representation of diverse cultures on campus. Foreign students were primarily interested in vocational education programs. The study report includes recommendations for implementing contract education in general and specifically at the LACCD. Interview schedules and related materials are appended. (KL)

ED214604 JC820154

Hoeck, Jeanne; Thor, Linda

A Review of Youth Services as a Component of the LACCD: Completed as a Part of the Feasibility Study Directed toward the Improvement of Occupational/Technical Education in the San Fernando Valley.

Los Angeles Community Coll. District, Calif.
Pub Date [82]
Note-42p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Advising; Apprenticeships; Career Guidance; *College Role; *Community Colleges; Cooperative Education; *Disadvantaged Youth; Dropouts; Federal Programs; Job Placement; Job Training; Potential Dropouts; Referral; *Student Personnel Services; Two Year Colleges; Urban Youth; Youth Problems; *Youth Programs
Identifiers-*Los Angeles Community Colleges CA

A study was conducted to determine the Los Angeles Community College District's (LACCD's) role in meeting the educational needs of disadvantaged youth, i.e., individuals aged 16 to 21 who are basic skills deficient, financially disadvantaged, or socially or personally deprived. The study was based on a review of the literature on disadvantaged youth, using as its primary source the Carnegie Council on Policies Studies in Higher Education Report, "Giving Youth a Better Chance"; and upon interviews with staff of youth organizations and administrators in the Los Angeles Unified School District. Information was gathered on the identification of high school dropouts and potential dropouts; existing youth programs; business, industry, and government programs for disadvantaged youth; and program funding sources. After providing background information on the study and its objectives, the study report identifies the characteristics of students and non-students to be served and the advantages and disadvantages of undertaking such service activities. The report then discusses eight areas community colleges should emphasize: academic and career advisement; job preparation classes; job placement; cooperative programs with employers; referrals to volunteer service agencies, government-sponsored programs, and legal and medical services; and apprenticeships. San Fernando Valley youth service programs are also described. Appendices include descriptions of exemplary programs. (KL)

ED214605 JC820155

Maryland Community Colleges: 1981 Program Evaluations.
Maryland State Board for Community Colleges, Annapolis.
Pub Date Mar 82
Note-155p.
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-College Transfer Students; *Community Colleges; Education Work Relationship; Enrollment; Followup Studies; Job Placement; Program Costs; *Program Evaluation; State Surveys; *Statewide Planning; Two Year Colleges; *Vocational Education
Identifiers-*Maryland

As part of an annual statewide evaluation process, quantitative information on community college programs is reviewed by the Maryland State Board for Community Colleges. Based on these data, a subsequent qualitative assessment is conducted by individual community colleges in response to specific questions raised by the Board. This report contains evaluations of 52 programs offered at 17 colleges, which were prepared in response to the Board's questions relating to the inadequacy of follow-up surveys for drawing conclusions about job placement; high or increasing program costs; low or declining student enrollments; low student placement in their field of training; low or decreasing number of degrees and awards; and low student transfer rates. Also included in the report is a statewide evaluation of photography and recreation technology programs, which was conducted in response to poor job placement rates in these fields. This evaluation provides data on programs, student trends and characteristics, enrollment rates, reasons for taking the course, follow-up studies, reasons for non-employment in the field, and comparative information about student placement. The report recommends the revision of recreation technology programs and the provision of information in college catalogs about the limited job opportunities in both fields. (HB)

ED214606 JC820156

Shabat, Oscar E.; And Others

Mastery Learning Conference (2nd, Chicago, Illinois, May 27-29, 1981). Summary.

Chicago City Colleges, Ill.
Pub Date [81]
Note-72p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Audiovisual Instruction; Behavioral Objectives; *College Instruction; Community Colleges; Computer Assisted Instruction; Educational Technology; General Education; Grantsmanship; Instructional Materials; *Mastery Learning; Mastery Tests; Microcomputers; Teacher Effectiveness; Two Year Colleges; Vocational Education
Identifiers-*Illinois (Chicago)

Selected papers presented at the Second Annual Mastery Learning Conference are summarized in this proceedings. First, Oscar Shabat stresses the roles of general education and basic skills instruction in the community college and introduces mastery learning and the conference. Next, Rocco Caponigri reviews the theoretical background of mastery learning and the history of its application at the City Colleges of Chicago. After Thomas Guskey examines the past and future directions of mastery learning, Bruce McDonald describes the evolution of mastery learning in vocational education, especially with regard to its antecedents in military training. Next, Herb Rosing discusses audio-tutorial instruction and its relationship to mastery learning. The potential of the microcomputer in computer-assisted instruction (CAI) is considered by Chris Dimas, who notes the compatibility of CAI and mastery learning. After Ellen Filurin explains the process of developing a concept for a grant and preparing the grant application, Michael Katims and Beau Jones review mastery learning programs in the Chicago public schools, which use the "Chicago Mastery Learning Reading" (CMLR) materials. Jones also provides a checklist for effective mastery learning and instruction. Finally, the implementation and evaluation of mastery learning programs are discussed by Guskey, who cites the concerns of students and faculty. (KL)

ED214607 JC820157

Ryan, Caroline L.
What Is a Confidential Employee? Management Report 1981-2/5.
Association of California Community Coll. Administrators.
Pub Date [82]
Note-22p.
EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Administrator Attitudes; Community Colleges; Confidentiality; *Employee Attitudes; *Employer Employee Relationship; *Employment Practices; Grievance Procedures; Job Satisfaction; Negative Attitudes; Occupational Information; *Personnel Policy; Questionnaires; School Districts; *School Personnel; State Surveys; Two Year Colleges
Identifiers-*California; *Confidential Employees

A "confidential employee" is defined by California law as "any employee who, in the regular course of his duties, has access to or possesses information relating to his employer's employer-employee relations." Under the auspices of the Association of California Community College Administrators, a four-part study of confidential employees was conducted to: (1) determine district policies in relation to these employees; (2) obtain information from confidential employees on their roles and attitudes; (3) inventory confidential positions; and (4) ascertain administrators' perceptions on the role and organization of confidential employees. Responses from 61 of 70 districts surveyed indicated that 67% of these districts did not have separate policies regarding confidential employees, and 92% did not have a grievance procedure for them. A separate questionnaire was sent to 450 confidential employees, and responses from 179 showed 94% to be females; that the majority were negative in their perceptions of the designation "confidential" and its impact; and that they felt alienated from their peers and concerned about their lack of representation. The inventory of confidential positions revealed that 328 of 490 confidentials polled were in secretarial positions and 9.3% in personnel capacities. Administrators varied widely in their perceptions of confidentials as an adjunct to the management team. Recommendations and the questionnaires are included. (HB)

ED214608 JC820158

Visniesky, Cheryl; Hocking, Joan

Choosing a Microcomputer for Use as a Teaching Aid.

Pub Date 2 Apr 82
Note-8p.; Paper presented at the Annual Conference of the Pennsylvania Association of Two-Year Colleges (Carlisle, PA, April 1-2, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Community Colleges; Educational Technology; *Equipment Standards; Fund Raising; Grantsmanship; *Microcomputers; Postsecondary Education; *Program Development; *Purchasing

A step-by-step guide to the selection of a microcomputer system is provided for educators having made the decision to implement computer-assisted instruction. The first step is to clarify reasons for using a microcomputer rather than conventional instructional materials. Next, the degree of use (e.g., types of courses and number of departments that will use the system) and specific applications in drill work, regular classroom instruction, and use by instructors or students must be decided in order to determine the necessary level of sophistication and the required peripheral equipment. Then, desired capabilities should be examined, such as links between peripherals, degree of user feedback, and software needs. Then it is important to gain administrative support and to begin an active pursuit of funding through research funds, alumni or business gifts, pooling funds among potential users, etc. A search committee should then be formed to include the potential users of the system and a person knowledgeable about computers. The search committee should gather information about existing systems from other users, campus experts, and the literature. System demonstrations by vendors should then be arranged, and the vendors should be queried about interface with existing equipment, programming capabilities, software availability, amount of memory, total costs, service and training availability, warranty conditions, and the immediacy of delivery. (KL)

ED214609 JC820160

Phillips, Jeffrey C.

Student Attrition at the Community College: The Need for Conceptual Clarification.

Pub Date 19 Feb 82
Note-15p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Persistence; *Attendance Patterns; College Role; *Community Colleges; *Enrollment Influences; *School Holding Power; *Student Attrition; Two Year Colleges; Two Year College Students; *Withdrawal (Education)
Identifiers-*Northern Virginia Community College

Because of the unique nature of community colleges, no single model or calculation of attrition can fit all institutions. Each college falls somewhere on the continuum between the degree-oriented junior college, in which students pursue a linear pattern of enrollment from entry to graduation, to the consumer-oriented community college, in which students' enrollment patterns tend to be sporadic or cyclical. Rates and types of attrition will depend on a college's position on the continuum and upon factors unique to its community. Different types of attrition, such as "stopping out"; leaving; and inter-quarter, intra-quarter, and inter-year attrition, must be carefully identified and analyzed so that retention efforts are directed toward the undesirable components and not wasted on functional or unavoidable attrition. At Northern Virginia Community College (NVCC), for example, enrollment and attrition patterns are extremely complex. To obtain a balanced view of NVCC's high attrition rate, one must consider that a certain amount of attrition is necessary to keep the college a functional system given space and

resource limitations and that much inter-quarter attrition is unavoidable, as schedule conflicts and departure from the area are the main reasons for leaving. NVCC is currently conducting studies of intra-quarter course withdrawal in order to establish exit interview procedures, identify withdrawal factors, and determine high attrition courses and programs so that appropriate changes can be made. (AYC)

ED214610 JC820161

Poole, Lawrence H.; And Others
Computer Literacy: The New Mandate for General Education in the 80's.
Pub Date Mar 82
Note-12p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Community Colleges; *Computer Assisted Instruction; *Computer Oriented Programs; Computers; *Educational Technology; Educational Trends; General Education; Graduation Requirements; Instructional Innovation; *Microcomputers; Program Development; Two Year Colleges

In light of recent advances in the field of microcomputers and the general availability of inexpensive means of storing and transmitting information, this paper discusses the potential educational uses of computers and considers the role of computer technology and "technological literacy" in higher education. By way of example, the paper describes the advantages realized by North County Community College (NCCC) through the acquisition of computer resources and outlines the development of their computer laboratory. Next, several possible uses of microcomputers in social science research and instruction are identified, with emphasis given to data analysis software packages, simulations, and word processing possibilities. The paper then illustrates the potential educational benefits of teaching literacy skills with the aid of computers, stressing their greater editing capabilities and ability to store written material; their possible uses for aiding learning disabled students; their use in vocabulary and grammar exercises; and the potential for improving student composition through a change in the context of instruction. After pointing to the ways in which teaching literacy skills through computer-assisted instruction increases students' familiarity with computers, a proposal to make "computer literacy" a requirement for NCCC graduation is outlined. (HB)

ED214611 JC820166

Wicks, David H.; Price, Floyd H.
The American Indian Controlled Community College Movement.
Pub Date [81]

Note-8p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-American Indian Culture; *American Indian Education; American Indians; *College Role; *Community Colleges; Educational Change; Educational Philosophy; Educational Trends; Minority Groups; Minority Group Teachers; Organizational Objectives; School Community Relationship; Tribal Sovereignty; Two Year Colleges

American Indian controlled community colleges emerged on the educational scene in the late 1960's and early 1970's. The first such college was created in 1968 and since this time ten additional colleges have been established with governing boards whose total membership is American Indian. The philosophy of the colleges emphasizes the interweaving of tribally distinctive cultural elements into the postsecondary process and a pragmatic approach to higher education which focuses on providing and improving individual competencies and skills which are relevant to the individual and to the community. Their purposes are to address tribal needs and concerns; to perpetuate tribal heritage, history, and culture; to prepare students for transfer to four-year colleges; and to provide occupational, adult, and continuing education. The colleges have several common features including the following: (1) official tribal charters form the basis for their establishment; (2) due to accreditation and other requirements the majority are not, in fact, controlled by American Indians; (3) the majority were established without prior needs assessment or long-range planning; (4) teaching and administrative personnel are overwhelmingly American Indian; (5) the students tend to be older, and part-time enrollment exceeds full-time; (6) problems exist in relation to adequacy of facilities, student services, and transportation; and (7) an open-door admissions policy is adopted, and a non-traditional approach to education is employed. (HB)

ED214612 JC820169

Houston, C. A.

Community College Goals Inventory (CCGI).

Virginia Western Community Coll., Roanoke. Office of Institutional Research.
Report No-VWCC-OIR-89-81
Pub Date Jun 81
Note-25p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Administrator Attitudes; Campus Planning; *College Environment; *College Role; Community Colleges; Faculty College Relationship; Institutional Characteristics; *Organizational Objectives; School Surveys; *Self Evaluation (Groups); Teacher Attitudes; Two Year Colleges
Identifiers-*Community College Goals Inventory

The Community College Goals Inventory (CCGI) was used to gather comparative data from faculty, administrators, staff, lay advisory members, and college board members at Virginia Western Community College (VWCC). CCGI's 90 goal statements, which are grouped into 20 goal categories and a miscellaneous category, and an additional 18 local statements were rated by respondents in terms of existing importance (Is) and desired importance (Should Be). Results of the VWCC study, based on a 66% response rate from the 219 individuals surveyed, included the following: (1) goal areas with the highest discrepancies between Is and Should Be ratings were college community, intellectual environment, faculty/staff development, effective management, intellectual orientation, and personal development; (2) goal areas with the smallest discrepancies included accessibility, social criticism, cultural/aesthetic awareness, and freedom, which respondents felt Should Be of low importance; (3) overall, higher discrepancies were found in the Is and Should Be ratings of "process" goals, which relate to internal campus objectives such as management or staff development, than in the ratings of "outcome" goals, which refer to specific educational objectives such as developmental/remedial preparation. The study report details methodology and findings, and includes data tables and a brief research summary and the local goal statements added to CCGI. (KL)

ED214613 JC820170

Havlicek, Larry L.; Coulter, Ted

Development of a Junior College CMI [Computer-Managed Instruction] Reading Instruction Program.

Pub Date 23 Mar 82
Note-9p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Behavioral Objectives; *Computer Managed Instruction; Formative Evaluation; *Individualized Instruction; *Mastery Learning; *Reading Instruction; *Remedial Instruction; Sequential Approach; Summative Evaluation; Two Year Colleges; Two Year College Students
Identifiers-*Haskell Indian Junior College KS

Haskell Indian Junior College's computer-managed instruction (CMI) reading program uses the computer to maintain records of student achievement; schedule student assignments and tests; provide students, teachers, and administrators with student progress reports; and compile, retrieve, and analyze data. Using classroom instruction and a mastery learning framework, the CMI program consists of comprehensive sets of three or four sequentially organized learning objectives, which pertain to published tests used in the reading program. Learners are informed of the objectives of each unit, which skills are being taught, and how they will achieve and demonstrate mastery. The first activity for each unit is preassessment to determine whether a student has the needed

background and capabilities to complete a unit and to redirect students who lack this background or who have already mastered the unit's objectives. During the instructional cycle, several kinds of reports are computer-generated to identify instructional needs, select appropriate educational experiences, and chart learner progress. These reports include daily profile charts, and objective grouping, weekly, and yearly reports. The most important aspect of the program is a combination of preassessment, formative, and summative testing with directed learning. Test scores reveal that CMI students showed significantly greater gains in reading than students in regular reading classes. (KL)

ED214614 JC820171

Schonberger, Ann K.

Factors Related to Problem Solving by College Students in Developmental Algebra.

Pub Date Mar 82
Note-34p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Algebra; *Basic Skills; Cognitive Ability; Cognitive Style; *College Students; Community Colleges; Developmental Stages; Females; Males; Postsecondary Education; *Problem Solving; *Remedial Mathematics; Spatial Ability; *Student Characteristics; Two Year College Students; Universities
Identifiers-*Mathematics Skills; *University of Maine Orono

A study was conducted to contrast the characteristics of three groups of college students who completed a developmental algebra course at the University of Maine at Orono during 1980-81. On the basis of a two-part final examination, involving a multiple-choice test of algebraic concepts and skills and a free-response test of problem-solving abilities, 16 four-year college students and 75 community college students were assigned to one of three categories. Group 1 was the low algebra skills, high problem-solving ability group; Group 2 was the high algebra skills, low problem-solving ability group; and Group 3 scored high on both measures. Comparisons among the groups were made on the basis of student test scores in the areas of visual spatial ability, abstract reasoning ability, cognitive style, learning style, and Piagetian developmental level. In addition, gender differences were analyzed. The study revealed that: (1) students in Group 3 were older and entered the class with better arithmetic skills than the other two groups; (2) that Group 2 students started the course with greater knowledge of algebra than the other two groups and were less field independent; and (3) Group 1 students were more field dependent than Group 2 students, were predominantly male, and may have had more spatial ability and more intuitive problem-solving methods. However, the groups were generally similar in more ways than they differed. Sample test items and data analyses are appended. (HB)

ED214615 JC820172

Baker, Roger G.

A Comparison of College Freshman Achievement in Remedial English Courses and in Freshman Composition Courses at a Two-Year College.

Pub Date Mar 82
Note-12p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Achievement; Academic Persistence; *Achievement Gains; Community Colleges; *Compensatory Education; *Remedial Instruction; Two Year Colleges; Two Year College Students; *Writing Instruction; *Writing Skills

A study was conducted at Snow College to compare the efficiency and effectiveness of college remedial courses with that of regular courses of study. The study compared the performance of 48 students in four sections of a remedial English class with that of 24 students with similar skill levels enrolled in a freshman composition course. The performance of the two groups was measured by scores on the three sub-tests of the McGraw-Hill Writing Test. A separate comparison of randomly chosen student essays from the freshman composition control group and from 12 freshman composition classes not involved in the study was made to ensure that the purposes of the freshman composition course were not being compromised to accommodate remedial students. The study revealed that: (1) there was no significant difference between the experimental and control sections on the essay criteria, indicating that the purposes of the freshman composition course had not been compromised; (2) statistically significant gains were made by the remedial students in two of the writing sub-tests, though these gains were not significantly different from those made by students in the regular freshman classes; and (3) the attrition rate was higher in the remedial courses than the regular courses. Based on the findings, it was concluded that the remedial classes did not perform the remedial function better than the regular classes. (HB)

ED214616 JC820173

Stokes, Lillian G.
Role Preparation of Associate Degree Graduates.
Pub Date [81]
Note-9p.; Paper prepared for the Associate Degree in Nursing Celebration.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Associate Degrees; College Graduates; Community Colleges; *Educational Change; Educational History; Educational Objectives; Job Training; *Nurses; *Nursing Education; Outcomes of Education; Professional Continuing Education; Two Year Colleges
The role of associate degree nursing (ADN) programs has changed dramatically in their 30 years of existence. The number of ADN graduates increased from 260 in 1954 to 36,434 in 1980, and 47.8% of all nursing graduates in 1980 came from ADN programs, as compared to 0.9% in 1954. These graduates have the best record of employment five years after graduation of any nursing graduates and tend to obtain work and remain within their community. An ADN graduate is a nurse who is prepared in two years to provide direct patient care, and his/her current role as a provider of care, communicator, teacher, manager, and member of the nursing profession can be contrasted with earlier and less specifically defined roles, especially in terms of assistance, supervision, and evaluation of nursing care. The ADN graduate can best be utilized in the provision of direct patient care, which is the heart of nursing practice. In the future development of ADN programs, educators should not lose sight of the primary goal of such programs, that is, to prepare sensitive, caring technicians who are skilled and competent in providing patient care. Nursing service administrators should promote the development of ADN programs through the provision of structured orientation and through support of continuing education opportunities for ADN graduates. (HB)

ED214617 JC820174

Moed, Martin G.

The Future of Teaching in the Community College.

Pub Date 26 Mar 82
Note-17p.; Paper presented at the Conference on the Future of the Community College (New York, NY, March 26, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Basic Skills; College Faculty; College Planning; College Role; Community Colleges; *Cooperative Education; *Educational Change; Educational Strategies; *Faculty Development; *Instructional Improvement; *Instructional Innovation; *Program Development; Teacher Administrator Relationship; Teaching Methods; Two Year Colleges
Identifiers-*City University of New York LaGuardia Comm Coll

Community colleges face serious challenges arising from decreased budgets, greater pressures on faculty, and an increasingly heterogeneous student population. To cope with these challenges community colleges need to develop innovative instructional strategies to ensure the fulfillment of their missions. Five conditions may be identified under which teaching innovation can best occur: an administrative structure set up specifically to facilitate change; a reward system established for faculty who explore educational alternatives; the allocation of appropriate resources to make change possible; faculty and administrative agreement on the definition of problems and the types of instructional innovations which might address them; and agreement that the problems are difficult, that failures will occur, but that new techniques will be tried. Using this framework, LaGuardia Community College has implemented two innovative programs. The first project sought a systematic way to integrate what was taught in the classroom with student experiences in 12-week cooperative education internships. Now recognized as a national model for cooperative education, this program operates through classroom instruction, application of knowledge on internship sites, and ongoing reinforcement through seminars. The second project resulted in a faculty development program which taught instructors to reinforce basic skills while providing subject area instruction. (HB)

ED214618 JC820177

Alexander, Jacquelyn

Community College Adaptation to Serve the Needs of Mildly Handicapped Teenagers and Young Adults.

Pub Date Mar 82
Note-21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Ancillary School Services; Community Colleges; *Developmental Programs; *Mild Disabilities; National Surveys; Postsecondary Education; Program Improvement; *Severe Disabilities; *Student Personnel Services; Two Year Colleges; *Two Year College Students

A study of community college services for handicapped students compared colleges identified as having model developmental programs with a random sample of community colleges. Comparisons between these groups were made with respect to services to two major categories of students: mildly handicapped students and moderately/severely handicapped students. A broad preliminary survey of 142 colleges obtained information on the proportion of handicapped students in the surveyed colleges, scores on computed measures of service, specific types of services available, demographic information, and opinions as to the kind and importance of improvements needed in educational services to handicapped students. Survey results, based on responses from 13 of 16 colleges with model programs and 78 of 127 randomly selected schools, indicated that: (1) community colleges were serving all types of handicapped students to a greater extent than other postsecondary institutions; (2) colleges with model programs were serving mildly handicapped students more than the randomly selected colleges; (3) colleges serving either category of student could also be expected to serve the other category; and (4) agreement existed between both types of college as to priorities for improving service to handicapped students. The study report includes recommendations and a discussion of study implications for handicapped student services. (Author/HB)

ED214619 JC820178

Lasher, Ann M.

Combatting Math Anxiety While Building Basic Skills: There is Time for Both.

Pub Date Apr 81

Note-10p.; Paper presented at the Conference on Remedial and Developmental Mathematics in College: Issues and Innovations (New York, NY, April 9-11, 1981).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Classroom Environment; *Mathematical Enrichment; *Mathematics Anxiety; *Mathematics Instruction; *Remedial Instruction; *Remedial Mathematics; Remedial Teachers; Student Teacher Relationship; Teacher Role; *Teaching Methods

Reducing math anxiety and building basic mathematical skills should not be treated as separate processes, but can and should be undertaken simultaneously. To do so requires a positive attitude on the part of the instructor; the establishment of an atmosphere in the classroom that encourages learning; and the instructor's awareness of different student learning styles (i.e., the differences between tactile, visual, and auditory learners). Dealing with math anxiety in traditional classes involves three stages. The first stage is to recognize the problem of math anxiety and bring it out into the open. Students can be encouraged to explore their attitudes about mathematics through math autobiographies and discussions centered on positive and negative statements about math. The second stage involves looking at mathematics in disguise, by, for example, considering math problems found in newspapers or encountered in everyday life. During classroom discussions, specific computational skills, laws, and algorithms can be reviewed, and analytical elements can be addressed. Once students have actually done some computations, instructors can begin building math strategies, the third stage. Tips for working with mathematics can be distributed, discussed, and applied in group work situations. By applying these approaches, teachers can overcome patterns of math avoidance and anxiety in the basic skills classroom. (HB)

ED214620 JC820181

Robertshaw, Dianne; Wolfle, Lee M.

The Cognitive Value of Two-Year Colleges for Whites and Blacks.

Pub Date Mar 82
Note-17p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Achievement; *Black Students; Cognitive Development; *College Graduates; Comparative Analysis; *High School Graduates; *Knowledge Level; Longitudinal Studies; National Surveys; Outcomes of Education; Postsecondary Education; Quantitative Tests; Scores; Standardized Tests; *Two Year College Students; Verbal Tests; *White Students
Identifiers-*National Longitudinal Study High School Class 1972

In 1980, a study was conducted to evaluate the cognitive development of community college graduates. Data were drawn from the National Longitudinal Study of the High School Class of 1972. The control variables used in the analysis were three socioeconomic variables and scores on two standardized tests of verbal and mathematical achievement. The independent variable was level of education (i.e., high school, two-year college, or four-year college) and the outcome measures were scores on verbal and mathematics tests administered in 1979. Separate analyses were performed for blacks (N=327) and whites (N=1273). The study revealed that: (1) for white students, verbal and mathematics achievement was higher among those who received postsecondary education than those who terminated their education after high school; (2) both black and white students who went on to postsecondary institutions received higher scores on the verbal test in 1979 than in 1972, though during this period their mathematics scores declined; (3) the greatest relative improvement in verbal skills among blacks came from those who had graduated from four-year colleges; and (4) blacks from two-year colleges did not perform better on the 1979 verbal test than blacks with a high school education. A major study conclusion was that two-year colleges contribute to students' cognitive development, but that benefits to black students are less evident than benefits to white students. (HB)

ED214621 JC820184

Heberlein, Larry Allen
One-Credit Humanities Workshops for Vocational Students.
Pub Date [82]
Note-9p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Community Colleges; *Humanities Instruction; *Interdisciplinary Approach; Program Descriptions; Program Development; Two Year Colleges; Two Year College Students; *Vocational Education; *Workshops
Identifiers-*Edmonds Community College WA
Vocational students require their own humanities courses not because they differ from liberal arts students in their abilities, values or aspirations, but because their programs are more structured and allow less time for electives. In order to serve vocational students, humanities courses should fit the tight time and credit constraints of vocational programs and be topically oriented to appeal to vocational students' career-related interests. Such a program has been developed at Edmonds Community College, where one-day, one-credit workshops are offered on topics such as "Dignity and Work," "Technology and Change," and "Economy and Society" under an umbrella course entitled "Exploring the Humanities." These workshops are interdisciplinary and team-taught by five or six instructors and typically serve about 100 students. Their presentations use different media, presenters, and locations, and incorporate student involvement and activity. Based on this program, a checklist has been devised for the development and delivery of such courses, which may facilitate their replication by other institutions. The checklist covers areas including planning and promotion, student and instructor recruitment, materials development, securing of administrative support and student services, workshop delivery, evaluation, and follow-up activities. The checklist is included. (HB)

ED214622 JC820187

Valeau, Edward J.
Skyline Older Adult Program: A Developing Concept.
Skyline Coll., San Bruno, Calif.
Pub Date Aug 81
Note-35p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Adult Programs; College Instruction; Community Colleges; Community Education; *Continuing Education; Course Content; Course Descriptions; Curriculum Development; *Lifelong Learning; *Older Adults; Outreach Programs; Program Descriptions; Student Educational Objectives; Two Year Colleges

The philosophy, background, objectives, and offerings of Skyline College's Older Adult Program (SOAP) are described in this report. After stressing Skyline's commitment to lifelong learning, the report provides background to SOAP's development. This section explains how Skyline's Senior Citizen Advisory Committee was established to provide information and assistance and to act as liaison with the older adult community. Next, the report focuses on older adults' learning needs, summarizing study findings that revealed older adults to be interested in various academic courses and to prefer off-campus courses offered during the day. Dimensions of program planning are discussed prior to the

presentation of a series of assumptions about programs and curricula, instructional practices, admissions and attendance factors, and counseling needs. After a brief description of Skyline's inservice teacher training activities, program guidelines for SOAP courses are presented with respect to college facilities, texts and references, minimum student materials, methods of evaluating outcomes, expected goals, and content and methods. Next, course outlines are provided for 13 SOAP offerings, including several physical education courses; writing, history, literature, music, science, health, and language courses; a peer counseling course; and a course on wills, estates, and trusts. Finally, future plans and recommendations are considered. (WL)

ED214623 PS012218

Forssen, Anja

Roots of Traditional Personality Development Among the Zaramo in Coastal Tanzania.

Central Union for Child Welfare in Finland, Helsinki.
Pub Date 79
Note-159p.
Available from-Centralznki 15, Finland (Publication No. 54; no price quoted).
Document Not Available from EDRS.
Descriptors-*Adolescents; Child Rearing; *Children; Dance; Ethnography; Foreign Countries; Music Activities; Non Western Civilization; Parent Child Relationship; *Personality Development; Projective Measures; Sex Differences; Sex Education; Socialization; *Sociocultural Patterns; Symbolism; *Tribes
Identifiers-Makonde (Tribe); Oedipal Conflict; *Psychosocial Development; Rituals; Rorschach Test; Tanzania; Wartegg Drawing Test; *Zaramo (Tribe)

The manner in which the traditional way of life and the traditional rituals of the Zaramo of Tanzania affect the personality development of Zaramo children and individuals in general was the focus of this preliminary study for an envisioned longitudinal program of research. Data was gathered during 1970 and 1974 in a typical traditional rural Tanzanian village with a population of about 1,000 people. Subjects included most of the Zaramo children between the ages of 6 and 18 years, who were given several projective tests, including the Rorschach and the Wartegg Drawing Test. Products of activities involving "free modelling" and modelling of a man in plasticine were analyzed and music and dance activities of children in different age groups were observed. Additionally, observations of music activities were carried out among 16 school children of the Makonde tribe. Individual chapters of the book discuss (1) the research design, (2) the anthropological background to the environment and the personality development of the Zaramo, (3) the psychological tests and results, (4) the modelling tests and results, (5) music and dance in the life of the Zaramo child, and (6) personality development among the Zaramo. A discussion of personality development in relationship to national development is appended. (Author/RH)

ED214624 PS012327

Haddow, Susan; Jones, Mary Ann

Annual Salary Study and Survey of Selected Personnel Issues, 1981. A Report on Administrative and Professional Staff and Salaries in Voluntary CWLA Member Agencies.

Child Welfare League of America, Inc., New York, N.Y.
Report No-ISBN-0-87868-208-2
Pub Date Apr 81
Note-42p.
Available from-Child Welfare League of America, Inc., 67 Irving Place, New York, NY 10003 ($6.00, plus $1.50 shipping/handling).
Document Not Available from EDRS.
Descriptors-Academic Achievement; Administrators; *Child Welfare; *Differences; Organization Size (Groups); *Professional Personnel; Racial Factors; *Regional Characteristics; *Salaries; Social Workers; *Statistical Distributions; Surveys; Tables (Data); *Voluntary Agencies
Identifiers-*Child Welfare League of America

This publication reports findings, primarily in tabular form, of the 1981 Child Welfare League of America (CWLA) survey of salaries and personnel issues. The study was conducted with the voluntary member agencies of the CWLA. Survey forms were sent to 210 voluntary accredited and provisional members of the CWLA and to 17 agencies that are members only of the Florence Crittenton Division of the CWLA. Each agency was asked to report the total number of full-time and part-time staff employed as of January 1, 1981 in 17 specified job categories that were paid a salary, fee, or an hourly rate through the agency's regular budget or through a grant or special project budget. Data were obtained from 177 of the agencies surveyed. Salaries as of January 1, 1981 and salary trends are reported for 13 professional staff positions. An analysis of salaries according to agency size and geographical region is also provided. Additionally presented is information concerning the salary range of social work assistants, the race and sex of the top three administrative positions, salary increases for 1981, student field placements, performance appraisal, and a variety of issues about the appraisal and compensation of Executive Directors. A list of agencies which participated in the study is provided in the appendix along with a copy of Form A which contains a list of the positions for which data were collected, as well as definitions of these positions. (Author/MP)

ED214625 PS012556

Integrated and Early Childhood Education: Preparation for Social Development. Summary Report and Conclusions, Eastern Hemisphere Seminar (2nd, Salisbury, Zimbabwe, February 24-March 7, 1981).

Bernard Van Leer Foundation, The Hague (Netherlands).
Report No-ISBN-90-6195-011-2
Pub Date Jun 81
Note-32p.; For related documents, see PS 012 795-800.
Available from-Bernard van Leer Foundation, P.O. Box 85905, 2508 CP The Hague, Netherlands (Free of charge).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Community Development; *Developing Nations; *Early Childhood Education; Educational Innovation; Educational Needs; Educational Planning; Foreign Countries; Parent Participation; Program Evaluation; *Public Policy; *Social Change; Teacher Education; *Teacher Role
Identifiers-Africa; Asia; *Zimbabwe

Participants in the Second Eastern Hemisphere Seminar (held at Salisbury, Zimbabwe in 1981) discussed topics related to the theme of integrated and early childhood education. The seminar was organized into plenary and small group discussions centered on four sub-topics of the broad theme: (1) Early Childhood Education: The Community Dimension; (2) Integrated Education: Key to Social Development; (3) A Different School: Preparing the Teacher for New Roles; and (4) Planning and Evaluating Alternatives. The primary purpose of the seminar was to bring together people from Bernard van Leer Foundation projects in Africa and Australasia, and selected representatives of projects elsewhere, so that they could examine their common achievements and problems and share their experiences with others. The seminar was viewed as an occasion for many of the interventions supported by the Foundation to be examined in terms of their general social accountability and their capability for wider dissemination. In addition to a summary report of the topics discussed, the document includes conclusions reached by the seminar participants, a list of participants and observers, and the President of Zimbabwe's opening address, in which he emphasizes the need to set up kindergarten centers in the rural areas of Zimbabwe. (Author/RH)

ED214626 PS012630

Helping Working Parents: Child Care Options for Business.
North Carolina Governor's Office, Raleigh.; North Carolina State Dept. of Administration, Raleigh.
Pub Date Jun 81
Note-12p.
Available from-Florence Glasser, Division of Policy Development, N.C. Department of Administration, 116 West Jones Street, Raleigh, NC 27611.

EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Administrative Problems; *Day Care; Early Childhood Education; *Employer Employee Relationship; Fringe Benefits; *Models; Tax Credits
Identifiers-*Employer Supported Child Care

Seven models representing the existing range of options of employer involvement in day care are described in this paper. The range of options are grouped into two categories: (1) company owned, operated, or subsidized child day care; and (2) employee assistance services, benefits, and policies. The models included in the first category are the company-owned on-site model, the off-site consortium model, the vendor program, and the voucher program. Included in the second category are the referral, the matching parents with providers model, and the sick child care model, as well as a number of personnel policies that are sensitive to the needs of working parents. The paper concludes with a list of existing employer-sponsored day care settings, an outline of the benefits and problems associated with employer-sponsored day care, and a brief indication of the federal and state tax incentives to those employers sponsoring day care programs. (Author/MP)

ED214627 PS012641

Sinclair, Hermina deZwart; O'Brien, Thomas C.
The Child as Scientist.
Southern Illinois Univ., Edwardsville.
Pub Date [79]
Note-15p.; Verbatim transcription of an interview.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Children; *Cognitive Development; Generalization; Hypothesis Testing; Interviews; *Logical Thinking; *Theories
Identifiers-Piagetian Theory; *Theory Development
Piagetian research provides the focus of this article in which Professor Thomas C. O'Brien interviews Professor Hermina Sinclair. Aspects of children's thinking that prefigure scientific theory construction are described and the influence of schooling in inhibiting or suppressing a theory-building human tendency is briefly discussed. The importance of children's mistakes for further learning is also pointed out. Concluding remarks illustrate the coherence of children's thought across involvement in different activities. (Author/RH)

ED214628 PS012646

The Louise Child Care Center's Infant/Toddler Research Program: Longitudinal Behavioral Observation of Infants' Responses to Separation and Reunion in the Day Care Environment.
Pub Date Dec 81

Note-100p.
Available from-Louise Child Care Center, 336 South Aiken Avenue, Pittsburgh, PA 15232 ($15.00).
Document Not Available from EDRS.
Descriptors-*Adjustment (to Environment); Case Studies; *Cognitive Development; *Day Care; Early Childhood Education; Educational Policy; *Emotional Response; *Infants; Longitudinal Studies; Parent Child Relationship; Stress Variables; Videotape Recordings
Identifiers-Homeostasis; *Louise Child Care Center PA; Naturalistic Research; Reunions; Separation Anxiety; *Toddlers

The Infant/Toddler Program of the Louise Child Care Center began providing full time day care to young children of working parents in the fall of 1978. While delivering this service, the Center conducted a longitudinal, exploratory investigation into the responses of children and their families to a group-home day care setting. The study was conducted during the children's first eight months of attendance. The purpose of the first part of the study was to systematically observe, through video-documentation and subsequent behavioral analysis, the response of young children to daily separation from their parents. An additional focus of the study was to follow cognitive changes among participants. Use of the Bayley Scales of Infant Development allowed comparisons on developmental progress of the day care group against the Bayley standardized sample over time. This report is an overview of the program's findings on the 24 children in the project from October 1978 to June 1981. The first section of the report presents the purposes of the Infant/Toddler Program. The objectives of the research and their connection to other studies reported in the literature are discussed. Descriptions of the various components of the program follow, including an overview of the research design and methods of data collection and preparation. The remaining sections provide (1) a detailed examination and interpretation of the adjustment profiles of the children, (2) a summary statement of the findings, and (3) recommendations for further research. Related materials, including a discussion of stranger anxiety, videotaping protocols, and a case study are provided in eight appendices. (Author/RH)

ED214629 PS012662

Hoover, John J.

Curriculum Guide: Reading Readiness.

Pub Date Jan 82
Note-37p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Attention; Auditory Discrimination; *Beginning Reading; *Curriculum Evaluation; Curriculum Guides; Educational Resources; Elementary Education; Language Acquisition; *Learning Activities; Letters (Alphabet); Maturity (Individuals); *Reading Readiness; *Skill Development; Teaching Guides; Visual Discrimination

Seven reading readiness skills essential for young children's language development are presented in this curriculum guide. Following an introductory overview of the curriculum and its philosophy (including the aims, rationale, and objectives), the seven reading readiness skills are described. These skills are (1) auditory discrimination of sounds appropriate for reading; (2) visual discrimination of letters and words; (3) alphabet knowledge; (4) concept vocabulary and language development necessary for reading; (5) interest in books, story sense and sequence, and attention to reading tasks; (6) ability to follow verbal and written directions; and (7) emotional and social maturity. General goals and specific objectives for teaching applications are presented, along with suggested teaching strategies and evaluation tools designed to help meet these goals and objectives. Also included is a discussion of methods for evaluating the curriculum and the child's overall success with this program. A list of various screening devices and evaluation tools that may be utilized as pre- and posttests for the curriculum is provided in Appendix A. Appendix B discusses the use and importance of classroom book centers and lists various authors of children's literature. Appendix C supplies the names of some materials designed to enhance reading readiness skills. Appendix D gives the reader the names and addresses of publishers that produce reading readiness materials. A list of references for further reading is also provided. (Author/MP)

ED214630 PS012680

Moles, Oliver C.

Trends in Divorce and Effects on Children.

Pub Date Jan 82

Note-21p.; Paper presented at the Meeting of the American Academy for the Advancement of Science (Washington, DC, January 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Academic Achievement; *Children; Conflict; *Divorce; Educational Environment; Family Relationship; *Fatherless Family; Literature Reviews; Low Income; *One Parent Family; *Parent Child Relationship; Research Needs

Identifiers-Social Support

In this paper an attempt is made to present a comprehensive picture of the effects of separation and divorce on children. After information on trends in divorce is presented to indicate how many families and children are involved, three comprehensive reviews of one-parent families are discussed. Because some detrimental effects are associated with father absence, literature focused on family relationships and conditions of family life is reviewed to locate possible explanations for these effects. Topics explored include reasons for father absence, family conflict, parent/child relationships, financial resources of parents, and social supports. Factors accounting for the discrepancy between ability and school performance among children from one-parent families are suggested in a brief review of selected, recent studies. In conclusion, research needs in several areas related to children in one-parent families are pointed out. (Author/RH)

ED214631 PS012713

Iams, Jay D.

Being Well Born: Preventive Health Practices in Pregnancy and Delivery. Matrix No. 6.

Administration for Children, Youth, and Families (DHHS), Washington, D.C.
Pub Date Jan 82
Note-15p.; Paper presented at the Research Forum on Children and Youth (Washington, DC, May 18-19, 1981). For related documents, see ED 213 518-526, PS 012 714-715, PS 012 717-718, and PS 012 722-725.
Available from-Administration for Children, Youth, and Families, P.O. Box 1182, Washington, DC 20013 (no price quoted).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Diabetes; Environmental Influences; Medical Evaluation; Neonates; *Obstetrics; Parent Child Relationship; *Perinatal Influences; *Pregnancy; Premature Infants; *Prenatal Influences; *Preventive Medicine; Primary Health Care; Regional Programs; Rh Factors; *Technological Advancement
Identifiers-Adolescent Parents

Some of the principal research advances of the 1970s related to pregnancy and newborn infants and consequent changes in obstetrical practice are summarized in this report. The process of infant-parent attachment (bonding), adolescent pregnancy, and the reproductive hazards of tobacco, alcohol, and poor nutrition have been investigated and, in several problem areas, new risk-reducing medical practices have been developed and implemented. Still, prematurely born and low birthweight infants comprise a disproportionate share of perinatal morbidity and mortality. Prevention of such births continues to be a research priority in the 1980s. Additionally, birth problems associated with the Rh factor of red blood cells of mothers and their infants have not been eradicated. Ultrasound, a diagnostic technique that uses the reflected echoes of high frequency sound waves to see inside the human body, has been used in intrauterine transfusion of red blood cells, thus avoiding fetal irradiation. Other technological advances include the monitoring of fetal health during labor via electronic fetal heart rate monitoring and fetal blood tests. To provide all necessary maternal and neonatal care in the most cost-effective manner, a system of regionalized graded levels of perinatal services has been successfully established. Newborn transport and continuing education programs have been critical to the success of these services. (Author/RH)

ED214632 PS012714

Katz, Michael

Chronic Diseases in the Pediatric Age Group. Matrix No. 7.

Administration for Children, Youth, and Families (DHHS), Washington, D.C.
Pub Date Jan 82
Note-7p.; Paper presented at the Research Forum on Children and Youth (Washington, DC, May 18-19, 1981). For related documents, see ED 213 518-526, PS 012 713-715, PS 012 717-718, and PS 012 722-725.
Available from-Administration for Children, Youth, and Families, P.O. Box 1182, Washington, DC 20013 (no price quoted).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Behavior Patterns; *Children; Congenital Impairments; *Diseases; Premature Infants; *Research Needs; *Youth

This paper briefly outlines current problems associated with chronic diseases in children and youth and provides indications for the types of future research and analysis needed to facilitate the development of solutions. In general, these problems are associated with the following: malignancies, hereditary anemias, cystic fibrosis, other chronic lung diseases, congenital anomalies, prematurely born and "small for dates" infants, injuries, and changes in the social patterns of life. The impact of chronic diseases on families is briefly discussed. (Author/MP)

ED214633 PS012715

McCord, Joan

Adolescent Mental Health: Delinquency. Matrix No. 8.

Administration for Children, Youth, and Families (DHHS), Washington, D.C.
Pub Date Jan 82
Note-19p.; Paper presented at the Research Forum on Children and Youth (Washington, DC, May 18-19, 1981). For related documents, see ED 213 518-526, PS 012 713-714, PS 012 717-718, and PS 012 722-725.
Available from-Administration for Children, Youth, and Families, P.O. Box 1182, Washington, DC 20013 (no price quoted).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Delinquency; *Delinquency Causes; *Family Characteristics; *Identification; Literature Reviews; *Parent Child Relationship; Research Problems; Social Problems; Theories

Research related to identification of delinquents, causes of delinquency, and effective intervention to stop delinquency is reviewed in this paper. In summary, the review indicates that adolescent problems appear to be concentrated among those disadvantaged in a variety of ways. Further, the reviewed literature indicates that biases in the justice system tend to exaggerate representation of minority groups and members of the lower class as criminals. Whereas the evidence about who is delinquent leads to reasonably clear conclusions, the evidence about why there is delinquency has largely failed to support previously entertained beliefs. Theories of status-frustration, labelling theory, and Freudian theory have been shown inadequate in accounting for and explaining crime and aggressive behavior. On the other hand, among the studies reviewed, a variety of measures of parental rejection and parental aggression appear to be consistent in showing a positive correlation with crime. Caution has been recommended in interpreting these relationships. It is concluded that (1) perhaps the most significant result of recent research has been the discovery that programs designed to help adolescents actually risk damaging those they are designed to serve, and (2) well-considered professional opinions should not be substituted for pilot programs and mandatory evaluations as preliminary steps for instituting larger projects designed to help adolescents. (Author/RH)

ED214634 PS012717

Prescy, Arthur L.
Handicaps and Developmental Disabilities. Matrix No. 10.
Administration for Children, Youth, and Families (DHHS), Washington, D.C.
Pub Date Jan 82
Note-28p.; Paper presented at the Research Forum on Children and Youth (Washington, DC, May 18-19, 1981). For related documents, see ED 213 518-526, PS 012 713-715, PS 012 718, and PS 012 722-725.
Available from-Administration for Children, Youth, and Families, P.O. Box 1182, Washington, DC 20013 (no price quoted).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Autism; *Cerebral Palsy; Clinical Diagnosis; *Developmental Disabilities; Disease Incidence; *Epilepsy; High Risk Persons; *Learning Disabilities; *Mental Retardation; Research Needs; Therapy
This paper summarizes the recent advances achieved by research in the area of developmental disabilities, and discusses directions for future research in this area. Approximately 8 to 10 per cent of the pediatric population suffers from one or more developmental disabilities. The most common of these are learning disabilities, which include some behavioral problems, such as attention deficit disorders. Cerebral palsy, mental retardation, epilepsy, and autism are other disabilities that occur frequently in the pediatric population. Recently, there have been remarkable advances in understanding the cause of some developmental disabilities, notably epilepsy, mental retardation, and cerebral palsy. However, knowledge about other disabilities, such as learning disabilities and autism, is still very limited. Future progress in the diagnosis and treatment of developmental disabilities depends upon (1) an increased understanding of the causes of this disorder; (2)

prevention of the occurrence or a decrease in the severity of developmental disabilities by treatment of their causes; (3) an increased understanding of the pathophysiology of the symptoms and signs that constitute a developmental disability; and (4) a realization that, in many instances, the symptoms and signs themselves can be treated by understanding their pathophysiology and without reference to their etiology. (Author/MP)

ED214635 PS012718

Provence, Sally

Research on Infancy of Special Relevance for Mental Health. Matrix No. 11A.

Administration for Children, Youth, and Families (DHHS), Washington, D.C.
Pub Date Jan 82
Note-18p.; Paper presented at the Research Forum on Children and Youth (Washington, DC, May 18-19, 1981). For related documents, see ED 213 518-526, PS 012 713-715, PS 012 717 and PS 012 722-725.
Available from-Administration for Children, Youth, and Families, P.O. Box 1182, Washington, DC 20013 (no price quoted).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Biological Influences; *Child Caregivers; *Child Development; Competence; Disadvantaged Environment; *Emotional Development; Individual Characteristics; *Infants; Intervention; Language Acquisition; *Mental Health; Parent Child Relationship; Research Utilization

Research relevant to planning and practice in the area of infant mental health is discussed in this paper. First, three examples of research approaches that reflect current attitudes are given. The first example represents those studies in which there is an effort to closely coordinate physiological and behavioral studies. The second example represents studies focusing on the infant and the caretaking environment as a living, biological system. The third example represents interest in the systematic study of affect development, some of it with the goal of theory building. It is pointed out that these three large and overlapping areas of currently intense inquiry are applicable to clinical practice in the early years and each depends partly on the study of deviations in development and in the parent-child relationship. In subsequent material, several other categories of studies relevant for the field of infant mental health are cited in condensed form. These include studies of (1) congenital characteristics and individual tendencies, (2) vulnerability and resilience, (3) competence and effectance motivation, (4) separation-individuat. n, (5) deprivation, separation and loss, (6) parent-infant interaction, (7) speech development, (8) parent-child attachment behavior and disorders of attachment, and (9) early intervention. (Author/RH)

ED214636 PS012722

Robins, Lee N.

Research on Substance Abuse: Alcohol, Drugs, Tobacco. Matrix No. 14.

Administration for Children, Youth, and Families (DHHS), Washington, D.C.
Pub Date Jan 82
Note-21p.; Paper presented at the Research Forum on Children and Youth (Washington, DC, May 18-19, 1981). For related documents, see ED 213 518-526, PS 012 713-715, PS 012 717-718 and PS 012 723-725.
Available from-Administration for Children, Youth, and Families, P.O. Box 1182, Washington, DC 20013 (no price quoted).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adolescents; *Alcoholism; *Children; Delinquency; *Drug Abuse; *Illegal Drug Use; Literature Reviews; Marihuana; Motivation; Psychopathology; Sex Differences; Smoking; Socioeconomic Status; *Tobacco

In the last few years, a vast amount of research has accumulated with respect to American children's use of legal and illicit drugs. This research has included cross-sectional studies (which have attempted to determine current drug usage, age of onset for each drug used, and maximum frequency of use in the lifetime); longitudinal studies (which have attempted to predict which children would become future drug users); and other evaluation studies (which have searched for ways to prevent or reduce drug use). Indeed, today we know more about children's drug use than we know about any other type of adolescent psychopathology. However, it is not clear to what extent illicit drug use is psychopathology. The present paper, after reviewing what is known about the frequency with which various types of drugs are used by young people, raises the question of the extent to which illicit drug use appears to be pathological, either in terms of its predictors or its consequences. Topics reviewed include age at first use, popularity of different drug classes, motivation for use, heavy drug use, trends in use, correlates and predictors of drug use (e.g., sex differences and socioeconomic status), and drug users compared with delinquents. (Author/MP)

ED214637 PS012723

Sever, John L.

Infectious Diseases and Immunizations. Matrix No. 15.

Administration for Children, Youth, and Families (DHHS), Washington, D.C.
Pub Date Jan 82
Note-16p.; Paper presented at the Research Forum on Children and Youth (Washington, DC, May 18-19, 1981). For related documents, see ED 213 518-526, PS 012 713-715, PS 012 717-718 and PS 012 722-725.
Available from-Administration for Children, Youth, and Families, P.O. Box 1182, Washington, DC 20013 (no price quoted).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Communicable Diseases; *Disease Control; *Immunization Programs; Literature Reviews; *Medical Services; *Preventive Medicine; Public Health; Research Needs

This paper summarizes the major advances achieved by research in the fields of infectious diseases and immunizations during the 1970s, and delineates directions for future research in these fields. (Author/MP)

ED214638 PS012724

Uphouse, Lynda L.

Environmental Effects on Health with Special Emphasis on Neurotoxicology. Matrix No. 16.

Administration for Children, Youth, and Families (DHHS), Washington, D.C.

Pub Date Jan 82

Note-14p.; Paper presented at the Research Forum on Children and Youth (Washington, DC, May 18-19, 1981). For related documents, see ED 213 518-526, PS 012 713-715, PS 012 717-718 and PS 012 722-725.

Available from-Administration for Children, Youth, and Families, P.O. Box 1182, Washington, DC 20013 (no price quoted).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Child Development; Drug Abuse; *Environmental Influences; *Health Conditions; *Neurological Impairments; Pesticides; Prenatal Influences; Research Needs

Identifiers-Food Additives; *Neurotoxicology; Teratology; *Toxic Substances

Environmental influences can significantly affect (both positively and negatively) the developing child. Three ways in which the environment affects the developing organism are induction, facilitation, and maintenance. In the case of induction the presence or absence of specific stimuli totally determines whether or not a particular developmental event occurs, such as sexual differentiation. Facilitation is apparent when the rate and/or maximal level of maturation is altered, as in the case of the influence of thyroid hormone on the rate of cell division. The term maintenance refers to the presence of any environmental factors necessary for the preservation of an already developed state. Alternately, and in particular reference to human development, certain aspects of the environment, such as toxic compounds, heavy metals, pesticides, food additives, and parental drug abuse may have predominately negative effects on the developing child. Although every part of the developing organism is subject to this environmental influence, in recent years considerable emphasis has been placed on the developing nervous system. As a result of scientific investigations, significant advances have been made toward understanding the consequences of toxic exposure. Future research should increasingly emphasize basic research approaches designed to reveal how toxicants produce their effects. In addition, special attention must be given to the developing organism in any assessment of the consequences of neurotoxic compounds. (Author/RH)

ED214639 PS012725

Ginzburg, Harold M.; And Others
A Survey of the Last Decade of Drug Abuse Treatment Research. Appendix: Health Research Forum.
Administration for Children, Youth, and Families (DHHS), Washington, D.C.
Pub Date Jan 82
Note-32p.; Paper prepared in response to discussion at the Research Forum on Children and Youth (Washington, DC, May 18-19, 1981). For related documents see ED 213 518-526, PS 012 713-715, PS 012 717-718, and PS 012 722-724.
Available from-Administration for Children, Youth, and Families, P.O. Box 1182, Washington, DC 20013 (no price quoted).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adolescents; Alcoholism; Comparative Analysis; Depression (Psychology); *Drug Abuse; *Drug Therapy; Employment; Literature Reviews; *Medical Services; *Patients; *Program Effectiveness; Program Evaluation; Research Needs
Identifiers-*Client Characteristics

Although much has been achieved during the last decade in the area of drug abuse, drug abuse still remains a major social, economic and political problem and continues to receive a significant amount of attention from policy-makers and researchers. Treatment facilities have vastly expanded their capabilities over the years, accepted treatment techniques continue to be refined, and new treatment techniques have been developed. This paper highlights the more significant lessons that have been learned over the last decade about drug abusers and their treatment, reviews past research related to drug treatment programs and their effectiveness, and notes the future directions for clinical research that have been proposed by the National Institute on Drug Abuse. (Author/MP)

ED214640 PS012726

Shore, Cecilia

Conceptual Development and Early Multiword Speech.

Pub Date Mar 82
Note-17p.; Paper presented at the International Conference on Infant Studies (Austin, TX, March 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Child Language; *Concept Formation; *Infants; *Language Acquisition; Language Research; *Language Usage; *Play
Identifiers-Blocks; Multiword Speech; *Symbolic Play

The purposes of this study were to investigate (1) the level of development of four target vocal and gestural symbols (Doggie, Cup, Car, and Fiffin, a novel concept), and (2) the relationship of symbolic maturity to the use of symbols in combinations. Thirty infants (15 boys and 15 girls), between 82 and 91 weeks of age, were observed for approximately 45 minutes in a laboratory playroom setting. During the sessions a number of tasks were administered which were designed to assess the children's use of words and conventional gestures, as well as their ability to combine words and gestures. For each target concept, four potential exemplars were presented: a realistic exemplar, an "unusual" exemplar, a perceptually similar member of the same superordinate category, and an object often found with the target object, or related by contiguity. A total of 16 trials were ordered semi-randomly so that no two objects from the same category or level of membership were presented together. The child's utterances during these and other interactions with the experimenter were transcribed. The data were used to obtain several measures of multiword use, including the longest utterance in different content words, the mean length of utterance (MLU) in content words on the five longest utterances, and MLU in morphemes on the five longest utterances. The children's play and language were transcribed by two independent coders. Only actions and utterances agreed upon by both coders were entered into analyses. Results are discussed. (Author/RH)

ED214641 PS012727

Shore, Cecilia

Cognitive Correlates of Early Multiword Speech.

Pub Date Mar 82
Note-11p.; Paper presented at the International Conference on Infant Studies (Austin, TX, March 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Child Language; Cognitive Ability; Cognitive Development; *Infants; Language Research; *Language Skills; *Play; *Semantics
Identifiers-Blocks; Multiword Speech; *Symbolic Play

Relationships between "combinatorial" abilities in language, symbolic play, blockbuilding, and non-semantic action sequences were explored in a study of 30 infants between 82 and 91 weeks of age. Subjects were observed in a laboratory playroom setting for approximately 45 minutes. During this time, a number of tasks were administered which were aimed at assessing the child's ability to combine his or her actions into sequences. For each of four target objects, two scenarios were modeled: one involved an appropriate exemplar of a target object (Doggie, Cup, Car, or Fiffin, a novel concept), and the other involved an inappropriate object which was substituted for the target object (e.g., a flashlight as a doggie). Additionally, the experimenter modeled meaningless actions and constructed four block structures. The children's utterances during the entire session were transcribed. Data on infants' "combinatorial" abilities were obtained in five domains: symbolic play with appropriate objects, symbolic play with inappropriate objects, non-semantic action sequences, blockbuilding, and language. Two independent transcripts were made of each child's utterances and play. Only those behaviors agreed upon by two raters were included in the analyses. Results are discussed. (Author/RH)

ED214642 PS012729

Medicaid Cutbacks on Infant Care. Hearing Before the Subcommittee on Oversight and Investigations and the Subcommittee on Health and Environment of the Committee on Energy and Commerce, House of Representatives, Ninety-Seventh Congress, First Session (July 27, 1981).

Congress of the U.S., Washington, D.C. House.

Pub Date 82

Note-103p.

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Economically Disadvantaged; *Federal Aid; Health Services; Hearings; *Infants; *Medical Services; *Mothers; Pregnancy; *Retrenchment; Social Problems

Identifiers-Congress 97th; *Medicaid; Reagan Administration

The purpose of these Hearings of Subcommittees of the Committee on Energy and Commerce, U.S. House of Representatives, is to investigate the effects of medicaid cutbacks on infant health. After introductory statements by the chairmen of the House Subcommittee on Oversight and Investigations and the House Subcommittee on Health and the Environment, the testimony of medical experts from Florida and Alabama is reported verbatim. In addition, testimony from a Texas legal services agency is reported. The difficulties of the poor in obtaining neonatal care for pregnant women is repeatedly described by the witnesses, and an overview of the impact of medicaid and other Federal health programs on the health of the poor is provided. Also included is a policy paper from the national health law program. In the paper, statistics on maternal care for the poor, denial of prenatal and delivery care, the effects of

medicaid cuts on public hospitals, plus proposed reductions in federal health programs for the poor are discussed. Concluding testimony records the positions taken by witnesses representing the Reagan administration's perspective on the issues raised. (Author/RH)

ED214643 PS012736

What Opportunities Are There for Parents to Be Educators? Proceedings of a Research Area Planning Conference (Washington, DC, December 10-11, 1979).

National Inst. of Education (DHEW), Washington, D.C.
Pub Date Dec 79
Note-55p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Academic Achievement; *Children; Conference Proceedings; Family Influence; Federal Legislation; *Learning Motivation; *Literacy Education; Parent Influence; Parent Participation; *Parent Role; Public Policy; Reading Ability; Research Needs
Identifiers-Parent as a Teacher

This report includes proceedings from the Family as Educators Conference which aimed (1) to clarify the roles parents have in supporting their children's achievement in literacy and motivation for school learning (i.e., attitudes affecting school work and attendance), and (2) to assess the viability of parents' educative roles in light of current knowledge about American families. The report is divided into two sections. The first section includes an overview of the conference objectives and structure, a report from the conference chair which summarizes four themes identified at the conference as important for future research in the area of families as educators, and a list of research topics identified by participants in three working groups which met during the conference. The second section includes four experts' papers which provide background information on the conference topics, and which were presented during the opening sessions of the conference. The first paper provides a summary, with recommendations, of the research literature dealing with the effects families have on their children's reading abilities. The second paper examines how parents might better serve as motivators for their children's school performance. The third paper first reviews the origins, current forms, and emerging directions of some of the major legislated roles of parent involvement. Next, the paper examines some state and local governmental influences on parent involvement practices, and surveys current school practices of involving parents in school programs. Finally, the fourth paper reviews past educational and social service program attempts to encourage parents to take educative roles. A partial list of conference participants, their affiliations and research areas are attached. (Author/MP)

ED214644 PS012737

Chiu, Jih-Perng Peter

Reciprocity in Preschool Peers' Social Interaction.

Pub Date Mar 82
Note-28p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Emotional Response; *Interaction; Interaction Process Analysis; *Peer Influence; Peer Relationship; *Preschool Children; Preschool Education; *Sex Differences; *Social Behavior
Identifiers-Coding; Popularity; *Reciprocity; Sequential Analysis

This study sought to describe the norms of reciprocity in social interaction from the viewpoint of immediate behavioral exchanges by examining the social interaction of preschool peers in a free-play situation. Seventeen 4-year-old children, eight girls and nine boys, were observed during free play activity periods after a picture sociometric test had been administered. A coding system was used in recording different behavior transactions between individuals. The various code categories were verbal give, verbal receive, physical give, physical receive, verbal negative, verbal positive, physical negative, physical positive, do commands, don't commands, comply, and refuse. Sequential analysis was employed to examine the degree of reciprocity within particular interaction sequences. In this study analyses were concentrated only on the emotional affect categories (positive and negative patterns) without regard to their physical or verbal character. Furthermore, the unit of analysis was the occurrence of a particular type of behavior, not the activities of a specific individual. The findings revealed that reciprocal relationships were pervasive in preschool children's social interactions. A positive reciprocity norm was found in interactions among girls but not among boys. A negative reciprocity norm, however, was found for both sexes. In addition, it was found that the degree of reciprocity varied as a function of popularity. (Author/RH)

ED214645 PS012738

Esserman, June F., Ed.
Television Advertising and Children: Issues, Research and Findings.
Child Research Service, Inc., New York, N.Y.
Pub Date 81
Note-241p.
Available from-Child Research Service, 18 East 48th Street, New York, NY 10017 (Free of charge; one book per request).
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-Childhood Attitudes; *Children; *Comprehension; Consumer Economics; Early Childhood Education; Foreign Countries; Identification (Psychology); Imitation; *Influences; Literature Reviews; Nutrition; *Perception; Public Policy; *Television Commercials; Television Research; *Television Viewing
Identifiers-Australia; Critical Analysis; Defense Mechanisms
This volume consists of 10 papers dealing with issues, research and research findings regarding the effects of television advertising on children. The first paper critically examines recent research literature which bears on policy questions related to the effects of television advertising on children. Findings from a study designed to examine children's defenses against the persuasive techniques of television commercials are reported in the second paper. The third paper centers on children's perceptions of the realism or lack of realism of televised fiction, and the fourth paper describes a study designed to determine whether the way researchers pose questions to children might provide more valid conclusions as to how well children understand the differences between television programs and television commercials. Results from a study undertaken to determine the extent to which young children can distinguish between television programs and commercials are discussed in the fifth paper. In the sixth paper, policy issues in the controversial area of television advertising are delineated and critically examined. The seventh paper summarizes the major theories of identification and imitation, critically evaluates the pertinent empirical research, and raises the question of the applicability of such research findings to the influence of television on children. Young television watchers' knowledge of nutrition, specifically with regard to awareness of the benefits and hazards of sweets in their diets, is assessed in the eighth paper, and a new approach to understanding young children's product choice strategies is suggested in the ninth paper. Finally, the tenth paper reviews research evidence from the United States and Australia on the general impact of television advertising on children. (Author/MP)

ED214646 PS012739

Dail, Paula W.

The Condition of Child Abuse/Neglect as an Environmental Influence on Early Childhood Development.

Pub Date Oct 81

Note-24p.; Paper presented at the Meeting of the National Council on Family Relations (Milwaukee, WI, October 13-17, 1981).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Child Abuse; *Child Neglect; Definitions; *Family Environment; *Intervention; Models; *Parent Influence; Parent Role; *Social Problems

The purpose of this article is to review the problem of child abuse and neglect, discuss the implications of the abusive/neglectful environment, and present possible intervention strategies focused upon both parent and school or day care settings. The introductory section focuses briefly on the complexities of defining child abuse and neglect and offers a definition from an environmental viewpoint. In the second section the scope of the problem is discussed. Three explanatory models of child abuse are discussed in the third section. The models discussed are the psychiatric, the sociologic, and the social-situational. The fourth section examines environmental effects on child rearing and specifies appropriate child rearing environments. In the concluding and fifth section, aspects of Helfer's (1978) intervention program (based on the thesis that abusive parents have not progressed normally through developmental stages), and the Head Start example of community intervention to improve children's environments are discussed. (Author/RH)

ED214647 PS012743

Waldon, Mary Ann

The Relationship Between Kindergarten Children's Fantasy Play Behavior and Divergent Thinking Ability.

Pub Date Feb 82
Note-11p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Austin, TX, February 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Divergent Thinking; Early Experience; Educational Experience; *Individual Differences; *Kindergarten Children; Preschool Education; *Pretend Play; Primary Education; Sex Differences; Socioeconomic Status

The purposes of the present study were (1) to determine if there were significant differences in the divergent thinking ability of kindergarten children who engage in much fantasy play behavior as opposed to those who engage in little fantasy play behavior, and (2) to determine the effect of sex, socioeconomic status, and previous preschool group experience on children's fantasy play behavior. Forty-nine boys and 58 girls, enrolled in 18 kindergarten classrooms in a large suburban school, participated in the study. Fifty-two subjects came from middle socioeconomic status families and 55 from lower socioeconomic status families. Fifty-nine subjects had previous preschool experience and 50 had no such experience. Using the Fantasy Play Behavior Instrument (FPBI), designed by the author, subjects were observed for 5 minutes each day for a 10 day period and their involvement in fantasy play was recorded either as solitary (in which the child played alone) or as collaborative (in which the child took a role and related to one or more children while engaged in that role). The Product Improvement Subtest, Form B, of the Torrance Tests of Creative Thinking was used to obtain scores for the divergent thinking ability variables of fluency, flexibility, and originality. The study hypothesis, which indicated that children who scored in the upper quartile on the FPBI would have significantly more divergent creative thinking ability than children who scored in the lower quartile, was not supported. Instead, children who scored in the lower quartile on the FPBI were significantly higher in divergent thinking ability than those who scored in the upper quartile. In addition, sex, socioeconomic status, and previous preschool experience were found to have no significant main effects on children's fantasy play behavior. (Author/MP)

ED214648 PS012744

Clark, Christopher M.; Florio, Susan

Diary Time: The Life History of an Occasion for Writing. Research Series No. 106.

Michigan State Univ., East Lansing. Inst. for Research on Teaching.
Spons Agency-National Inst. of Education (ED), Washington, DC. Teaching and Learning Program.
Pub Date Aug 81
Contract No-400-76-0073
Note-29p.
Available from-Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824 ($2.50).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Class Activities; *Classroom Environment; Classroom Research; *Curriculum Problems; Curriculum Research; *Diaries; Ethnography; Primary Education; *Writing Exercises
Identifiers-Instructional Analysis

Opportunities for and limits upon diary writing in one second/third-grade classroom are examined with the purpose of stimulating critical thinking about two issues: (1) the diary's potential within the school writing curriculum, and (2) the classroom as an environment for the teaching and learning of writing. Field notes, teacher journal entries, and student diary entries demonstrate how diary time was started, modified, and sustained. The activity is analyzed in terms of teacher planning, implementation, audience, and the function of diary writing for young children. Conflicting messages regarding issues of privacy, correctness, and audience illustrate the complexity of carrying out this kind of writing occasion in an elementary school classroom and account for the eventual deletion of diary time from the schedule of classroom activities. (Author/RH)

ED214649 PS012745

Wagner, Paul A.

The State of a "New" Art: Philosophy for Children and Science Education.

Pub Date 82
Note-13p.; Paper presented at the Annual Meeting of the John Dewey Society (Houston, TX, February 17-20, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Children; *Curriculum Development; Educational Needs; Elementary Secondary Education; *Philosophy; *Public Schools; *Science Education; *Scientific Literacy
Identifiers-*Dewey (John)

The adoption of philosophy into the public school curriculum has been advocated on the grounds that it improves students' creativity and basic academic skills. That "philosophy for children" programs can have such an impact on children should be of no surprise to students of John Dewey. Although John Dewey did not directly advocate implementing a "philosophy for children" curriculum, it does seem that he was proposing that it should occur. To understand the world of the scientist is, for Dewey, to employ conceptual tools as a scientist employs them and to avoid the egotistical Gestalt idiosyncrasies of non-scientists or young children. Not much has been done to initiate children into the self-conscious practice of seeing the world as a scientist sees it. Education has done little to free students of over-simplified images of scientific practice. If children are to gain any real sense of what it is to "do science," they must first philosophize about the scientist's use of certain inferential techniques and all that follows from the use of such decision-making practices. Not only science education, but all discipline-oriented curricula can be similarly enhanced by making philosophy a part of every public school curriculum program. (Author/RH)

ED214650 PS012746

Van Kirk, Marilyn

The Effects of Training on the Attitudes of Parents and Caregivers After a Title XX Course on 'Working with Parents'.

Pub Date [80]
Note-12p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Child Caregivers; *Day Care; Early Childhood Education; *Interpersonal Competence; *Parent Attitudes; Pretests Posttests; *Program Effectiveness; Questionnaires; *Training Methods

Trainees in a Title XX project were taught skills in working with parents. To measure training effectiveness, a questionnaire measuring parent attitudes toward the center and the caregivers was given to parents of center children, before and after the training. The parents indicated on the second questionnaire that they were less satisfied with the level of parent/caregiver communication. However, they also indicated that they saw their child's caregiver as more open to parent initiated discussion than previously. (Author/RH)

ED214651 PS012750

Kalinowski, Mary Jane; And Others

Implementing Child Checks: A Child Find Procedures Manual.

New Hampshire State Comprehensive Children and Youth Project, Concord.
Spons Agency-Administration for Children, Youth, and Families (DHHS), Washington, D.C.; Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, D.C.
Pub Date Jan 82
Grant-ACYF-01-CW000001/02; OJJDP-79-DF-AX-0071; OJJDP-81-JS-AX-0023
Note-73p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Community Action; *Developmental Disabilities; Educational Planning; Guidelines; *Identification; Media Selection; *Needs Assessment; Pilot Projects; *Preschool Children; Preschool Education; *Program Development; Program Evaluation; Program Implementation; *Screening Tests; Training Methods

Described in this manual is a five phase community-based planning process designed to assist local school districts in New Hampshire carry out an effective and efficient preschool screening program. The five phases which are simple, cost effective and can be implemented within a 6- to 9-month period are the planning phase, the training phase, the media campaign phase, the screening phase, and the evaluation/continuation phase. The first part of the manual includes five sections of detailed descriptions of the phases. These sections are prepared in a worksheet format with space in front of each activity to be checked when completed. Some helpful tips to remember throughout the implementation of the program are provided following the description of the phases. Over twenty sample forms, procedures and letters which are used throughout the program are included in the appendices. (Author/MP)

ED214652 PS012751

Blume, Glendon W.

Kindergarten and First-Grade Children's Strategies for Solving Addition and Subtraction Problems in Abstract and Verbal Problem Contexts. Report from the Program on Studies in Mathematics. Technical Report No. 583.

Wisconsin Center for Education Research, Madison.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date Nov 81
Grant-NIE-G-81-0009
Note-295p.
EDRS Price - MF01/PC12 Plus Postage.
Descriptors-Abstract Reasoning; *Addition; *Cognitive Processes; Comparative Analysis; Elementary School Students; Grade 1; *Kindergarten Children; Mathematics; Primary Education; *Problem Solving; *Subtraction
Identifiers-*Context Effect; Word Problems

The purpose of this study was to describe and compare kindergarten and first-grade children's performance on addition and subtraction problems presented in two contexts: verbal (in which problem data were linked to physical referents such as objects or people and their actions), and abstract (in which no such links to physical situations occurred). Fifty kindergarteners and 54 first-graders were individually interviewed in mid-year to observe their solution strategies and errors on 12 abstract and 12 verbal addition and subtraction problems. The kindegarten problems contained sums and minuends less than 10. For first-graders, the sums and minuends ranged from 6 through 15. All problems were based on the open sentences a+b=?, a-b=?, and a+?=c. Upon completion of the problems, subjects in each grade were clustered according to the solution strategies they employed and according to the types of problems they could solve. Results indicated that verbal and abstract problems were of equal difficulty for subjects in both grades. Although kindergarteners used essentially the same strategies to solve verbal and abstract problems, first-graders exhibited less frequent use of concrete representation strategies on abstract than on verbal problems. Subjects in the two grades committed essentially the same types of errors, although the frequency of occurrence of most errors was lower at the first-grade level. At both grade levels a variety of individual differences were evident in the types of strategies subjects used and the types of problems they could solve. (Author/MP)

ED214653 PS012753

de Kane, Frances Pizzini-Zepeda

Young Children's Drawings as Related to Basic Communication Skills. Research Monograph No. 31.

Florida Univ., Gainesville. P. K. Yonge Lab. School.
Pub Date 80
Note-67p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Communication Skills; *Developmental Stages; *Freehand Drawing; *Kindergarten Children; *Oral Language; Primary Education; Protocol Materials; Racial Differences; Sex Differences; Socioeconomic Status

The influence of graphic expression activities on kindergarten children's oral language expression was investigated. It was hypothesized that, regardless of the sex, race, or socioeconomic status (SES) of the subjects, children provided with an opportunity to express themselves graphically would talk more about a prior experience than children who were not provided with such an opportunity. To supply a common basis for drawing and story-telling, all subjects viewed an exhibit of South American Indian artifacts approximately one week before data were collected. Subsequently, individual interviews were held with each subject. Children in one control group were given a drawing of something they saw at the exhibit and were asked to tell a story about the trip to the exhibit. Children in a second control group were directed to color a drawing they were given. In the experimental group, children were directed to draw a picture of the trip to the exhibit. Manually transcribed and tape recorded oral data were analyzed for fluency and syntactic maturity. On the measure of fluency, significant differences between groups, regardless of sex, race, or SES were found. On the measure of syntactic maturity no significant differences were found. Drawings illustrating stages of graphic representation are included in the document and illustrated oral language protocols for the experimental and control groups are appended. (Author/RH)

ED214654 PS012755

Henderson, Linda Levy

Understanding Children's Art: Stages of Development, Activities and Materials for Young Children. Resource Monograph No. 22.

Florida Univ., Gainesville. P. K. Yonge Lab. School.
Pub Date Jul 78
Note-38p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Art Activities; *Art Materials; *Developmental Stages; Early Childhood Education; *Freehand Drawing; Guidelines; *Individual Differences; *Young Children
Identifiers-Draw a Person Test

Briefly, in an informal and hand-printed format, the developmental stages of children's graphic representations, plus a few, selected art activities and appropriate art materials for young children are discussed in this illustrated guidebook for parents. Examples of children's drawings at the controlled and named scribbling stages, and at the schematic stage as well, illustrate a brief discussion of Lowenfeld's stages of artistic development. Other drawings illustrate the range of maturity levels exhibited by 5- and 6-year-old children who completed a Draw-a-Person Test. (Author/RH)

ED214655 PS012756

Peters, Donald L.

Up the Down Escalator: How to Open the Door. Comments on Professionalism and Academic Credentials in Child Care.

Pub Date Nov 80

Note-15p.; Paper presented at the Conference - Research Sequence in Child Care Education (Pittsburgh, PA, November 6-9, 1980).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Certification; College Curriculum; *Credentials; *Early Childhood Education; *Educational Planning; *Institutional Characteristics; *Leadership; Professional Associations; *Professional Development

Identifiers-*Knowledge

As the child care field moves toward professionalism, it is necessary to consider the ways in which academic instruction may enhance professionalization. One dimension of the definition of a profession is that a profession has control over the key elements of its own destiny. For example, a profession (1) controls entry into the profession, (2) establishes its own standards of expertise, (3) develops its own organizational structures, and (4) regulates its own membership. Given these "keys" to control, the pragmatics of the situation require a "top-down" approach to professionalization. Consideration of the structure of knowledge and of academic institutions, links between academic institutions and professional organizations, and the relationship between academic subjects and certification suggests that the preparation of senior academic leadership is an essential ingredient for movement of the child care field toward professionalization. Future leaders of the child care field will need an educational program that promotes the integration of knowledge on three levels: disciplinary and hierarchical, interdisciplinary and holistic, and thematic and hierarchical. (Concluding remarks focus briefly on issues of student selection and program design.) (Author/RH)

ED214656 PS012757

Peters, Donald L.; And Others
The Preschool Teacher as an Adult Learner.
Pub Date Aug 81
Note-55p.; Paper presented at the Annual Meeting of the American Psychological Association (89th, Los Angeles, CA, August 24-28, 1981).
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Child Caregivers; *Continuing Education; Day Care; Early Childhood Education; Individual Characteristics; *Inservice Teacher Education; Postsecondary Education; *Preschool Teachers; *Program Design; *Research Needs; Staff Development
Identifiers-Child Development Associate; Life Events; *Life Span Development
The life span and life events literature, in conjunction with the Aptitude/Treatment Interaction paradigm, is used to define developmental and contextual variables for program design and research efforts in the area of early childhood teacher education. The extended paradigm or framework, called Antecedent/Transaction Interaction (ATI), consists of three major components: antecedents, transactions, and outcomes.

Following a brief description of each component, the antecedent's component is elaborated in terms of the resources and life events history adult learners bring to learning situations. A taxonomic scheme for categorizing life events history is provided and biological, psychological, and sociological resources of adult learners are characterized. To further specify antecedent variables, historical and concurrent events affecting the field of early childhood education are pointed out in terms of macro-, exo-, and microsystem environmental contexts. In the concluding section, questions related to applying the ATI framework to inservice and continuing education programs are specified. (While the title includes the term 'preschool teacher', content focuses on the education of all adults who have continued contact with children in early childhood education programs.)
(Author/RH)

ED214657 PS012758

Modle, Ronald A.

Developing Training Structures for Child Care Personnel: Comments on Almy's Paper.

Pub Date Nov 80

Note-10p.; Paper presented at the Conference-Research Sequence in Child Care Education (Pittsburgh, PA, November 6-9, 1980).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Agencies; Certification; *Child Caregivers; Competency Based Teacher Education; Day Care; Early Childhood Education; *Education; Higher Education; Institutional Role; Postsecondary Education; *Program Development; *Training; *Universities

In brief response to a paper presented at a conference, the distinction between training and education is emphasized in terms of mission and institutions best equipped to provide each service. Discussion subsequently focuses on the need for the development of detailed descriptions of the various positions in child care, along with statements of the required knowledge and skills of each position. The advantages of competency-based education and training are pointed out. Other topics briefly addressed in conclusion include the provision in training programs of supervised exposure to working with children, the role of secondary school programs in developing aide-level personnel, and the creation of career development programs that are external to universities. (Author/RH)

ED214658 PS012759

Effects of Prescription Drugs During Pregnancy. Hearing Before the Subcommittee on Investigations and Oversight of the Committee on Science and Technology, U.S. House of Representatives, Ninety-Seventh Congress, First Session (July, 30, 1981).
Congress of the U.S., Washington, D.C. House Committee on Science and Technology.
Pub Date 30 Jul 81
Note-248p.; Some pages may be marginally legible due to small print size.
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-Accountability; *Drug Use; Ethics; Guidelines; *Information Needs; Legislation; Medical Evaluation; Mothers; Neonates; Neurological Impairments; *Perinatal Influences; Pharmacology; *Policy Formation; *Pregnancy; Public Policy; *Research Needs; Safety
Identifiers-Epidemiology; Food and Drug Administration; Informed Consent; Patients Rights; Public Safety; *Teratology

This hearing focuses on scientific and policy deficiencies in the area of drug-induced birth defects. Witnesses charge that (1) the Food and Drug Administration (FDA) does not require the kinds of clinical studies that are necessary to actually determine the safety of drugs used in pregnancy, (2) the FDA does nothing to enable women to find out about the effects of drugs during pregnancy even when such information could easily be made available, (3) the FDA does not do the kind of followup epidemiological studies that are necessary to clearly determine the safety of drugs in pregnancy, (4) the FDA's system for retrieving drug information on adverse effects is poor and this in turn obviously influences the quality of epidemiology, (5) labeling for physicians is not current, is often evasive, and is not based upon the best information available, (6) the majority of drugs given to pregnant women are not really approved by the FDA as safe for this use, and (7) most people, and particularly pregnant women, are not aware that the drug approval process is a "risk/benefit" process that limits the use of drugs that are not "safe" in the dictionary sense of the word. In addition to testimony related to these charges, teratological animal testing, epidemiological studies, bioethical issues, and the issue of informed consent are discussed. Numerous related documents are included in the record (RH)

ED214659 PS012760

van Kleeck, Anne; Gunter, Cheryl

Mothers' Requests for Clarification and Children's Responses in Past Event Reporting.

Pub Date Mar 82
Note-50p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Child Language; Communication Research; *Comprehension; *Infants; *Mothers; Speech Communication
Identifiers-*Conversation; Requests for Clarification (Responses)

The purpose of this study was to describe the strategies mothers employ to elicit clarifying information from their children in a situation in which the children were reporting a past event. Forty 2-year-old children individually participated in a mock birthday party with the experimenter. Immediately afterwards, the mothers (20 of whom had observed the activity and 20 who had not) elicited information about the party from their children. The requests for clarification presented by the mothers were coded for contingency to the previous utterance, pragmatic function, and grammatical structure, while the responses presented by the children were coded for appropriateness. For the purposes of this study, request for clarification is defined as a statement or question directed by the mother to her child which indicated that she needs repeated, confirmed, or additional information in order to understand the child's report. Results and their implications are discussed. Additionally, results of analyses are indicated in numerous tables, and coding protocols are appended. (Author/RH)

ED214660 PS012761

Sheble, Jan
Recall of Scripts by Preschool Children.
Pub Date 81
Note-22p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Age Differences; *Comprehension; *Preschool Children; Preschool Education; *Recall (Psychology); *Story Telling
Identifiers-Replication; Schema Theory; *Scripts (Knowledge Structures); Sequential Memory

The purpose of this replication study (cf. McCartney, 1980) was to determine the extent to which elements of scripts are integral aspects of young children's comprehension and recall of stories. McCartney found that kindergarten and second grade children recalled scripts presented to them. The older children in her study remembered more of the "filler" items while the younger children recalled main events but still maintained the sequence as it had been presented to them. In the present study the generalizability of the script model was investigated among children younger than those in the McCartney study. Twenty-four 3-year-olds and twenty-four 4-year-olds enrolled in a private Presbyterian preschool were randomly selected and assigned to one of two groups. Both groups heard a story about typical events in the life of a child. One group heard a story with a dinner-time emphasis, the other heard a story with a bed-time emphasis. Each story consisted of 21 sentences totaling 101 words. The ratio of the emphasized part of each script to unemphasized part was two to one. Children's recall responses were analyzed with the "script" model described in McCartney (1980) according to procedures outlined by Mandler and Johnson (1977). Scores

consisted of the number of items recalled correctly by the children. Results are discussed. (Author/RH)

ED214661 PS012762

Integrated Nutrition Education Junior High.
Illinois State Board of Education, Springfield.
Spons Agency-Department of Agriculture, Washington, D.C.
Pub Date [80]
Note-186p.; For related documents, see ED 196 536-537.
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Instructional Materials; *Integrated Activities; *Interdisciplinary Approach; Junior High Schools; *Learning Activities; Lesson Plans; *Nutrition Instruction; State Curriculum Guides; Teaching Guides
Identifiers-*Illinois

This collection of nutrition lessons has been produced so that junior high school teachers of various subject areas may offer an occasional lesson on a nutrition topic. The objectives of each nutrition lesson are consistent with concepts which the Nutrition Education and Training Program in Illinois has identified as the most important nutrition messages for students to comprehend. Each lesson provides a statement of objectives, notes to the teacher, and a list of class activities. Additionally, each lesson specifies the month of the school year and the curriculum areas in which the activities are to be implemented. Accompanying each lesson are materials, called "helps," that supplement the lesson by providing additional facts, reading material, and learning activities. Related materials, such as a chart of revised recommended dietary allowances and a list of sources of free and low cost nutrition education materials, are included in eight appendices. (Author/RH)

ED214662 PS012763

Spodek, Bernard; Davis, Michael D.

A Study of Programs to Prepare Early Childhood Personnel.

Pub Date Mar 82
Note-15p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Admission Criteria; *Early Childhood Education; Educational Quality; *Enrollment Trends; Higher Education; National Surveys; *Program Content; Teacher Education; *Teacher Education Programs

Results are presented from a study designed to identify (1) characteristics of teacher education programs in the United States concerned with preparing personnel for early childhood education, and (2) the procedures used to select students for these programs. In addition, program trends related to these aspects of teacher education programs were identified. A questionnaire relating to program characteristics, and admission and retention requirements was developed and sent to 343 institutions of higher education preparing early childhood education teachers. In general, results from 172 programs responding indicate that early childhood teacher education is a relatively new activity for most institutions, with over half (57.6 per cent) being in existence for 10 years or less. Almost two-thirds of the programs (64.8 per cent) are housed in departments of colleges of education rather than child development or similar units. The primary criteria for admitting students to these programs are grade point average and test scores. The primary criteria for retention in these programs is grade point average and a practicum performance by college personnel. Finally, the main criteria reported for graduation from the program is the successful completion of courses and demonstration of competence. Results are discussed and a copy of the questionnaire is appended. (Author/MP)

ED214663 PS012764

Holt, Bess-Gene

The Enabler Model of Early Childhood Training and Program Development.

Pub Date [79]
Note-20p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Community Involvement; Consultants; *Consultation Programs; *Early Childhood Education; Guidelines; *Models; Needs Assessment; *Program Development; Qualifications; Technical Assistance; *Training Methods
Identifiers-*Enabler Model

The Enabler Model (EM), a non-prescriptive approach to help communities implement their early childhood programs, is described in this paper. The model is based on the positive educational value of human individuality, the life-long ability of all humans to learn and develop, and the power of human sociability in determining the content, extent, and quality of learning. The fundamental condition of the EM is the matching of a community ready to work hard for change in its program with a qualified Enabler consultant. Four stages have been identified in the development of the EM: establishment and assessment of local needs, providing technical assistance to community members, consultation, and termination of service. Each stage has a central, focal process, and requires somewhat different emphases, rules, and functions of the Enabler consultant. The stages are also related to time, happen in sequence, and build one upon another. Issues and cautions of the Enabling process, and outcomes of the EM model and its applicability are discussed. (Author/MP)

ED214664 PS012765

Meringoff, Laurene K.

What Pictures Can and Can't Do for Children's Story Understanding.

Pub Date Apr 82
Note-12p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Audiovisual Aids; *Children; *Cognitive Processes; *Comprehension; Films; *Imagery; Media Research; *Reading Aloud to Others; Story Telling; Television
Identifiers-*Media Effects

Contrasts between children's visualization and understanding of a filmed story and of a story in print are drawn in the introduction of this symposium paper. Discussion then briefly focuses on variables related to studying effects of story pictures on viewers, such as the story-line, audience characteristics, and the coordination of story modality and measurement instruments. At the conclusion of the presentation, a study examining how children visualize, draw, and make inferences about story content presented aurally on tape or as a Disney-style animated film is briefly described. Children viewing the film were found to differ from children hearing the taped story and from control group subjects in terms of the details of their drawings, accuracy of rendering, inferences about the main character, and use of different information sources when reasoning about the story. Findings suggest that mode of story presentation may influence cognitive processes used by children as well as their aesthetic and artistic development. Results additionally suggest that memorable television or film imagery inspires in children the practicing of new graphic means, and offers them new perceptions of familiar things. (Author/RH)

ED214665 PS012766

Saterfiel, Thomas H.; And Others

Evaluation of Preschool Experiences and Their Relationship to First Grade Basic Skills Achievement in the Greenwood Public Schools.

Pub Date Mar 82

Note-52p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Academic Achievement; *Basic Skills; *Early Experience; *Family Influence; Family Structure; *Grade 1; Grades (Scholastic); Interviews; Outcomes of Education; Parents; Pretests Posttests; Primary Education; *Program Content; Racial Factors; Sex Differences

Identifiers-Mississippi (Greenwood)

Results are reported from a study designed to evaluate the preschool experiences of pupils in the Greenwood, Mississippi, public schools. The relationship of these experiences to pupils' first grade basic skills achievement was also examined. In order to determine what constituted the Greenwood area's preschool program, each preschool center within the city was visited and evaluated in terms of six areas of interest: language development, physical development, social-emotional development, cognition, problem-solving, and scientific, mathematical and creative development. In addition to visiting each preschool setting in the city, the parents of each first grade student were interviewed by their child's first grade teacher. The interview was basically structured to identify the child's preschool experiences and the type of experiences a child had had at home. These experiences were labeled Reading, Verbal, Physical, Social, Travel, Music, and Art. Background data in family structure were also collected and were used to examine the influence of the home environment on the child's achievement. Achievement data on the first grade students were also collected. This data included California Achievement Test Scores for reading and mathematics, as well as the grades the students received for reading, mathematics, spelling, and handwriting. Results from visiting the preschool centers are presented and the results from the analysis of 10 background and first grade variables collected for each child are discussed. These variables are race, sex, reading, math, spelling and handwriting grades, type of school, place in family, and preschool attendence. Finally, the results from the analysis of home experience variables are considered. Four conclusions and recommendations derived from the study are outlined, and a copy of the parent interview form along with a copy of the Preschool Activity Form, used to collect data on the preschool programs, are appended. (Author/MP)

ED214666 PS012767

Clifford, Howard

Status of Day Care in Canada, 1980: A Review of the Major Findings of the National Day Care Study, 1980.

National Day Care Information Centre, Ottawa (Ontario).
Pub Date 80
Note-36p.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-After School Day Care; *Age Groups; Comparative Analysis; *Day Care Centers; Early Childhood Education; *Enrollment Trends; *Family Day Care; Foreign Countries; Infants; National Surveys; *Needs Assessment; Preschool Children; Proprietary Schools; Regional Characteristics; Statistical Analysis; Tables (Data); Voluntary Agencies
Identifiers-*Canada; Latchkey Children; *National Day Care Study

In 1971, the Canada Assistance Plan Directorate of the Department of National Health and Welfare conducted a national survey designed to (1) provide an inventory of day care spaces which would serve as a baseline from which to compare future growth in day care, and (2) evaluate the impact of any new initiative of the federal government in the day care field. The inventory was updated each year from 1973 through 1979, and the same survey questionnaire was used each time. For the present survey, age categories established in 1978 were used and interprovincial comparison data collected. Major findings of the survey are reported in two broad categories: (1) increase in day care services, and (2) age groups served by day care programs. Data are also provided on latchkey children and the sponsorship of day care centers. (Author/RH)

ED214667 PS012768

Adams, Gerald R.

The Effects of Divorce: Outcome of a Preschool Intervention Program.

Pub Date Mar 82
Note-10p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Cognitive Development; *Divorce; *Interpersonal Competence; *Intervention; Mothers; *Outcomes of Education; Preschool Children; *Preschool Education; Pretests Posttests; *Program Effectiveness; Social Development; Stress Variables

The two studies described in this article investigated the effectiveness of educational-based programs as crisis intervention strategies for limiting the negative effects of divorce on preschool-age children. In the first study, a pretest posttest control group design was used. Two experimental groups, including seven children from divorced homes and eight children from intact families, were given an 18-week preschool program experience. A further eight children from intact homes served as controls for maturation effects. Children ranged from 3.5 to 5 years of age. Measures of children's intelligence and locus of control, mothers' perceptions of their child's social adjustment, similar teachers' ratings, and parents' self reports were used to gather data. The second study was conducted to investigate the effects of a preschool education program on the development of important social competency skills. It was hypothesized that a highly structured, adult-directed preschool program, which uses discussions, role playing, and social modeling would, in contrast to control group comparisons, positively accelerate listening skills and perspective taking competencies for children from both intact and divorced families. It is concluded overall for the two studies that some but not all behaviors might be assisted by placing young children of recently divorced parents in preschool programs. (Author/RH)

ED214668

PS012769

Hymes, James L., Jr.
Early Childhood Education: The Year in Review. A Look at 1981.
Pub Date 82
Note-22p.
Available from-Hacienda Press, P.O. Box 222415, Carmel, CA 93922 ($2.50, payment must accompany orders).
Document Not Available from EDRS.
Descriptors-*Early Childhood Education; *Federal Programs; *Financial Support; *Political Influences; Professional Associations; *Publications; *Public Opinion; Television
Identifiers-Reagan Administration

Key events in the area of early childhood education for the year 1981 that have implications for young children in the United States are summarized in this booklet. (Author/RH)

ED214669 PS012770

Whiren, Alice; Crawley, Margaret

Implementing a State Wide Family Day Care Conference.

Pub Date [82]
Note-21p.; Michigan Agricultural Experiment Station Journal Article Number 10314.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Committees; *Conferences; Early Childhood Education; *Family Day Care; Fees; Guidelines; Program Development; Program Evaluation; *Program Implementation

Guidelines for implementing a family day care conference are provided in this document. Contents range from the problem of selecting the conference location (including the city and the facility), to setting conference fees, promoting attendance, developing a conference program, and evaluating the conference. (Author/RH)

ED214670 PS012771

Oklahoma Handbook: Child Nutrition Programs. Revised Edition.
Oklahoma State Dept. of Education, Oklahoma City.
Pub Date Jan 82
Note-313p.
EDRS Price - MF01/PC13 Plus Postage.
Descriptors-*Ancillary School Services; Breakfast Programs; *Cooks; Equipment; Federal Programs; Food Handling Facilities; *Food Service; *Foods Instruction; Food Standards; Guidelines; *Nutrition; Program Administration; Program Budgeting; Purchasing; Safety; Sanitation
Identifiers-Inventory Control; Menu Planning; *Oklahoma; Recipes (Food); *School Lunch Program

Nutrition concepts, school food service guidelines, and related materials (such as nutrition charts, menu planning worksheets, and student survey forms) are provided in this nutrition handbook. Prepared by the Oklahoma State Department of Education's School Lunch Section, the handbook consists of nine sections that are organized in outline format. Section I provides an overview of basic nutrition concepts as well as guidelines and materials for menu planning. A school breakfast program guide is also provided. Section II consists mainly of guidelines for evaluating, adjusting, modifying and using recipes. Conversion tables for weights, liquids, and temperatures are included. Sections III and IV provide guidelines for preparing food and purchasing food in quantity. Section IV also contains consumer reference materials listing United States Department of Agriculture (USDA) standards for meat and poultry products, as well as guidelines for acquiring USDA donated foods and for inventory control. Section V discusses school food service budgeting and cost control. Food storage guidelines are provided in Section VI. Sections VII and VIII discuss sanitation and safety and school food service management and personnel organization. Finally, an illustrated guide for planning and equipping a school food service facility is included in Section IX. (Author/RH)

ED214671 PS012772

Missing Children. Hearing Before the Subcommittee on Investigations and General Oversight of the Committee on Labor and Human Resources, United States Senate, Ninety-Seventh Congress, First Session (October 6, 1981).

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

Pub Date 6 Oct 81

Note-209p.

EDRS Price - MF01/PC09 Plus Postage.

Descriptors-Adolescents; Children; *Community Action; Directories; Family Problems; Federal Legislation; Hearings; *Organizational Effectiveness; *Police Action; Public Agencies; Runaways; *Social Problems; *Victims of Crime

Identifiers-Congress 97th; *Kidnapping; *Missing Persons; Traumas

Parents of missing children, juvenile division police officers, and members of citizen action groups provide testimony in a Senate hearing held to learn more about problems associated with the disappearance of a child from his or her family. Related publications, including a September, 1981 directory of missing persons, are appended after the testimony. The text of S.1701 is provided. Designed to amend title 28 of the United States Code, S.1701 authorizes the Attorney General to acquire and exchange information to assist federal, state, and local officials in the identification of certain deceased individuals and in the location of missing children and other specified individuals.

(Author/RH)

ED214672 PS012773

Lightbourne, Robert, Jr.; And Others
The World Fertility Survey: Charting Global Childbearing.
Population Reference Bureau, Inc., Washington, D.C.
Pub Date Mar 82
Note-60p.
Available from-Circulation Department, Population Reference Bureau, Inc., 1337 Connecticut Avenue, N.W., Washington, DC 20036 ($3.00 plus $1.00 handling in the United States; add 25 per cent handling outside the United States).
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Academic Achievement; *Birth Rate; Chronological Age; *Contraception; *Developed Nations; *Developing Nations; Family Planning; Incidence; Infant Mortality; Marital Status; Surveys; Tables (Data)
Identifiers-Breastfeeding; Fertility; *World Fertility Survey
Reported in this bulletin are major results from an ongoing study conducted by the World Fertility Survey (WFS) to examine fertility levels and trends and contraceptive use in developing and developed countries. Major results were available by early 1982 from 29 developing countries and 16 developed countries. These results indicated that while substantial fertility declines were noted in Asia, the Pacific, Latin America, the Caribbean, and the Middle East, no fertility declines were found in Africa. Nearly half of the married women surveyed in 27 developing countries said they did not want any more children. Overall, 32 per cent of married, fecund women in developing countries are using contraception compared to an average 72 per cent in 16 developed countries. Education, literacy and more available family planning services increase contraceptive use. Age at marriage is rising, at least in Asia, but this factor alone has little effect on fertility. Infant mortality is higher in many developing countries than previously thought. Breastfeeding is an important restraint on fertility in most developing countries but is declining among more educated, employed and urban women which could raise fertility if not compensated for by gains in contraceptive use. (Author/MP)

ED214673 PS012774

Mamlouk, Maria

Knowledge and Use of Contraception in Twenty Developing Countries. Reports on the World Fertility Survey 3.

Population Reference Bureau, Inc., Washington, D.C.
Spons Agency-Agency for International Development (Dept. of State), Washington, D.C.
Pub Date Feb 82
Contract No-AID/DSPE-C-0024
Note-48p.
Available from-Population Reference Bureau, Circulation Department, 1337 Connecticut Avenue, N.W., Washington, DC 20036 (Free of charge; add $1.00 for handling and postage).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Achievement; Age Differences; *Contraception; *Developing Nations; Employed Women; Family Structure; *Females; Incidence; Marital Status; Place of Residence; Surveys
Identifiers-*Knowledge; *World Fertility Survey

This report, third in a series based on data resulting from the World Fertility Survey (WFS), examines the extent of knowledge and use of contraception in 20 developing countries. The data analyzed in this report indicate that in 19 of the 20 countries (the exception being Nepal), three-quarters or more of the women who are or have been married know about contraception. Knowledge of modern contraceptive methods (i.e., the pill, condom, intrauterine device (IUD), injection, diaphragm, jelly, foam, tablet, tampon, sponge, and cream) is more common than knowledge of traditional methods (i.e., abstinence, rhythm, withdrawal, douche, and folk methods). Modern methods are more frequently used than traditional methods among current users. The three methods most commonly used, in order of popularity, are the pill, the IUD, and sterilization. There exists a curvilinear relationship between the extent of current use and age of the women: the percentage of current users is lower among younger and older women and reaches its highest level in the mid-range of the reproductive years. A strong, but not always consistent relationship exists between parity and contraceptive use. In general, use of contraception tends to increase with number of living children, and there exists a positive linear relationship between levels of educational attainment and contraceptive use. Similar relationships are also found between women's paid employment and contraceptive use, and between urban residence and contraceptive use. (Author/MP)

ED214674 PS012776

Schmidt, Monica; And Others

Kindergarten Early Entrance Identification Manual.

Washington Office of the State Superintendent of Public Instruction, Olympia. Div. of Instructional and Professional Services.
Pub Date 81
Note-48p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Early Admission; Evaluation Methods; *Gifted; Guidelines; *Identification; *Kindergarten Children; Primary Education; *School Policy; *Screening Tests; State School District Relationship; State Standards

This manual, a product of the Washington State Early Entrance Identification Committee, was designed to offer technical assistance to the school districts of Washington State. Its primary objective is to provide information to those districts seeking assistance in the identification of the exceptionally able child who does not meet the age criteria for entry into a kindergarten program. Included in the manual are a list of commonly asked questions regarding early entrance identification programs, recommendations for avoiding discriminatory practices, a list of available screening devices (in a matrix form), and samples of early entrance policies and procedures from districts with existing programs. Copies of sample procedures and policies are appended. (Author/MP)

ED214675 PS012778

Caballero, Jane; Whordley, Derek

Orientation to Infant and Toddler Assessment: A User's Guide for the Child Development Assessment Form.

Report No-ISBN-089-334-064-2
Pub Date 81
Note-167p.
Available from-Humanics Limited, P.O. Box 7447, Atlanta, GA 30309 ($14.95 plus $2.25 shipping/handling).
Document Not Available from EDRS.
Descriptors-Cognitive Development; *Developmental Stages; Early Childhood Education; Emotional Development; Evaluation Methods; Guidelines; *Infants; Language Acquisition; *Learning Activities; *Measures (Individuals); Motor Development; Nutrition; *Screening Tests
Identifiers-*Child Development Assessment Form; *Toddlers

This manual presents guidelines for users of the Child Development Assessment Form (CDAF) -- a 90 item checklist of behaviors characteristic of children from birth to 3 years of age. The CDAF is designed to help parents and teachers identify skills and behaviors that the child has developed and plan learning experiences that facilitate growth. The manual is presented in two units. The first unit describes how to use the CDAF and presents an overview of the child developmental stages in order to provide users of the guide with a better understanding of the child assessment process. Since nutrition is a vital part of the development of the young child, an overview of nutrition is also included in the first unit. The second unit presents a detailed description of the CDAF. Each of the CDAF's 90 behavioral items is classified into one of four broad developmental areas: social-emotional, language, cognitive, and gross and fine motor development. Each item is then discussed in terms of its developmental significance (i.e. the importance of each item), task description (i.e. how to observe each behavior), and suggested objectives and learning activities for the child who has not mastered specific behaviors. A sample profile is presented in the last chapter of the manual to demonstrate how to use the results of the CDAF in developing an educational plan. (A usable copy of the CDAF is included with the manual.) (Author/MP)

ED214676 PS012779

Ives, William

Expressivity in Children's Drawings: A Longitudinal Analysis.

Pub Date Mar 82
Note-18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adults; *Art Expression; *Children; *Cognitive Development; *Comprehension; Emotional Experience; *Freehand Drawing; Longitudinal Studies; *Metaphors

This paper reports a follow-up study of 5-, 7-, and 9-year-old subjects who had participated in an investigation of the nature of children's and adults' ability to graphically represent expressive qualities (i.e., happy, sad, angry, loud, quiet, hard). In the original study, the use of literal representation (such as a smiling face on a tree) and non-literal representation (such as a drooping tree for sadness) was scored. The use of non-literal or expressive representation in drawing was found to progress from an initial ability to produce expressive forms based on single cross-modal similarities (such as big for loud) toward the use of more complex multi-dimensional types of expressive forms and the integration of literal and non-literal repesentation in the form of visual metaphors (such as a broken swing for sad). Ninety percent of the sample of the original study was seen at follow-up one year later. Subjects were asked to perform the same drawing tasks. For example, subjects were asked to draw a happy, a sad, and an angry tree so "someone else could tell them apart." In addition, one week later, a comprehension task was given in which subjects were asked to identify the expressive attributes in the drawings they had produced the previous week and previous year. Children were also asked to identify the expressive content of adults' drawings. At this time, a new sample of 4-year-old children performed both the drawing and comprehension tasks. Results are discussed. (Author/RH)

ED214677 PS012780

Grant, Linda

Sex Roles and Statuses in Peer Interactions in Elementary Schools.

Michigan Univ., Ann Arbor. Dept. of Sociology.
Spons Agency-National Inst. of Mental Health (DHHS), Rockville, Md.
Pub Date Mar 82
Note-36p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Behavior Patterns; *Class Organization; Classroom Environment; Classroom Observation Techniques; Classroom Research; Elementary Education; *Elementary School Students; Ethnography; Grade 1; Longitudinal Studies; *Peer Relationship; Racial Differences; *Sex Bias; *Sex Role; *Social Stratification; Teacher Role
Identifiers-*Coding; Helping Behavior; Power

This longitudinal study investigated the frequency and type of cross-sex peer interactions which occurred in six first grade classrooms. The effects of task structures (or patterns of instructional organization), and the impact of the racial composition of the classrooms on the frequency and type of cross-sex interactions were also explored. Ethnographic observations were completed in 30 to 90 minute sessions over a 5 or 6 month period in each classroom. Results revealed the following: (1) a child's gender had a systematic effect on his or her peer relationships, with girls playing supportive roles and having less social power in their interchanges with boys; (2) classroom organizational patterns, while influencing the frequency of cross-sex interactions, had little effect on the quality of these interactions; and (3) majority-black classrooms displayed more egalitarian interchanges between male and female students. In general, these results provide support for the study's hypotheses that within classrooms, cross-sex peer interactions would mirror traditional sex role relationships among males and females, and that female students would have less social power than males in peer interchanges. Implications of the study's results for the design of effective programs to achieve sex and race equality are discussed. (Author/MP)

ED214678 PS012781

Carni, Ellen; French, Lucia

Contextual Constraints on the Comprehension of "Before" and "After".

Spons Agency-National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; National Science Foundation, Washington, D.C.
Pub Date Mar 82
Grant-NICHD-5732-HD-07196; NSF-BNS-78-25801
Note-13p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Age Differences; Child Language; *Concept Formation; Hypothesis Testing; *Language Acquisition; *Preschool Children; Semantics; *Time Perspective

Identifiers-*Context Effect

The "contextual hypothesis" of French and Brown (1977) concerning children's acquisition of temporal terms was tested. French and Brown claimed that it would be impossible for children to learn the meaning of temporal terms except by hearing them used in contexts where they referred to already known sequences, and further proposed that the terms would be understood in such contextually supported settings earlier than in settings where they established an order between inherently unordered events. Subjects were sixteen 3- and sixteen 4-year-old children. To assess subjects' understanding of the terms "before" and "after" 16 stories were composed that described activities with which young children could be assumed to be familiar. Half of the stories described activities having a more or less invariant real-world order. The remaining stories described activities that were familiar to young children, but that had no inherent real-world order constraints. The experimenter read each story and placed the picture corresponding to the sentence being read in front of the child. The order of the pictures corresponded to the order of events in the story. Following the presentation of each story the subject was asked what happened either before or after the third event. Results are discussed. (Author/RH)

ED214679 PS012782

Sasser, Linda M.; Keenan, Verne

Memory for Words Processed by Preschool Children.

Pub Date Mar 82
Note-18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Age Differences; *Cognitive Processes; Cues; Memory; Mnemonics; *Performance Factors; *Preschool Children; Preschool Education; *Recall (Psychology); *Recognition (Psychology)
Identifiers-*Cognitive Structures

Age-related improvement of mnemonic performances of children has attracted many investigators wishing to determine developmental mechanisms which might produce this improvement. Potential explanations have been subsumed under three major categories: capacity, strategies, and knowledge structures. The present investigation, in focusing on children's knowledge structures, helps to reveal interactions of inferred structures with various word-processing tasks, and to find possible developmental patterns among these interactions in the years before formal schooling. Ninety-six children attending suburban preschools were selected in equal numbers of boys and girls at ages 3, 4, and 5 years. Within age-gender groups, subjects were randomly assigned to the eight treatment combinations of two word lists and four processing tasks. The tasks were answering autographical questions about the word (i.e., to relate a target word to personal episodes or events

in long-term storage), pointing to the category of the word, hearing the words embedded in a story, or repeating the word five times. The list contained three words in each of four categories. Each subject heard and repeated the twelve words, processed them in the assigned manner and, after a brief distractor task, was given tests of free recall, cued recall, and recognition. Results are discussed. (Author/RH)

ED214680 PS012783

Muenchow, Susan, Ed.; McFarland, Mary Lang, Ed.
What "Is" Pro-Family Policy? Proceedings of the Bush Interest Group/Symposium (New Haven, Connecticut, May 18-20, 1981).
Yale Univ., New Haven, Conn. Bush Center in Child Development and Social Policy.
Pub Date 82
Note-222p.
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-Conferences; Day Care; Employed Women; *Family Programs; *Federal Aid; *Financial Support; Government Role; *Moral Issues; *Political Issues; *Public Policy
Identifiers-Conservatism; Liberalism; Media Role; *New Right

In these proceedings of a May 1981 symposium, the origins of the New Right and its efforts to capture the "pro-family" label for itself are explored. Also addressed is the question of why there are two opposing children's lobbies, one conservative and one more liberal. Special emphasis was placed on the Family Protection Act and on federal budget cutbacks in child and family programs. "Excesses" of liberal style and more substantive factors -- most notably the persistent devaluation of the homemaker and what Alan Crawford called "the systematic sanctification of liberal sexuality" -- were cited as possible explanations for the rise of the New Right pro-family movement. Alternatives to present policies which affect families as well as the question of an appropriate federal role were also explored at the symposium. Policy issues were discussed, such as policies designed to ease the conflict between work and child care, and indirect federal subsidies to families. While participants conveyed the impression that a national family policy might be as undesirable as it appears unachievable, there was a sense that participants should work to bring family issues to the attention of the Reagan administration. A synopsis of the 1981 Family Protection Act, a comparison of the Act with the original Laxalt bill, and a postscript on the current status of some provisions of the Family Protection Act are appended. (Author/RH)

ED214681 PS012792

Early Childhood Teacher Education Guidelines for Four- and Five-Year Programs. Position Statement of the National Association for the Education of Young Children, 1982.

National Association for the Education of Young Children, Washington, D.C.
Report No-ISBN-0-912674-79-2
Pub Date 82
Note-20p.
Available from-National Association for the Education of Young Children, 1834 Connecticut Avenue, N.W., Washington, DC 20009 (NAEYC Publication #211, $2.00).
Document Not Available from EDRS.
Descriptors-Cultural Differences; *Early Childhood Education; *Educational Objectives; Enrollment; Faculty; Guidelines; Program Administration; Program Effectiveness; Program Evaluation; Resource Materials; *Standards; *Teacher Education; Teacher Education Curriculum; *Teacher Education Programs; Teaching Methods

Published by the National Association for the Education of Young Children, these guidelines are intended for use in early childhood teacher education programs in institutions offering baccalaureate degrees. Developed to establish a standard of excellence for new and existing programs, the guidelines address nine program components (i.e., characteristics of a teacher education program that can be evaluated): curriculum, instructional methods, resources (human and materials), faculty qualifications, professional relationships, cultural diversity, enrollment, administrative structure, and evaluation and constituent responsiveness. Each of the components is discussed in terms of program objectives (i.e., statements about intended effects of a program), and program standards (i.e., indexes used to determine the degree to which program objectives have been achieved). (Author/MP)

ED214682 PS012793

Chorvinsky, Milton
Preprimary Enrollment 1980.
National Center for Education Statistics (ED), Washington, D.C.
Report No-NCES-82-109
Pub Date [81]
Note-27p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Achievement; Blacks; Employed Women; *Enrollment Rate; *Enrollment Trends; Ethnicity; Family Income; Heads of Households; *Kindergarten Children; Mothers; National Surveys; *Nursery Schools; Preschool Education; *Socioeconomic Background; Spanish Americans; Tables (Data); Whites
Identifiers-Full Day Programs; Half Day Programs; Preprimary Enrollment
This report presents data, obtained from the 50 states and Washington, D.C., on the October 1980 enrollments of 3- to 5-year-old children in

nursery schools and kindergartens, excluding day care centers. The data were derived from special tabulations prepared for the National Center for Education Statistics (NCES) from the October 1980 Current Population Survey conducted by the United States Bureau of the Census. Enrollment rates are examined in terms of geographical region, family income, occupation and education of the head of the household, education and labor status of the children's mothers, trends in preprimary enrollments from October 1970 to October 1980, and enrollment characteristics of black children and children of Spanish origin. Definitions and explanations of terms mentioned throughout the report are provided in Appendix A, and information regarding the source and the reliability of the data are discussed in Appendix B. (Author/MP)

ED214683 PS012794

Melnikoff, Norma
Once Upon a Springtime: Kindergarten Science Experiences to Enhance Reading Readiness.
Pub Date 78
Note-57p.; Master's Thesis, California State College, 1978.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Activity Units; Cognitive Processes; *Experiential Learning; Field Trips; *Kindergarten; Poetry; *Prereading Experience; Primary Education; *Reading Readiness; *Science Curriculum; Teaching Guides
Identifiers-Seasons
Based on the idea that even the most barren-looking black-topped schoolyard can be used for regular, brief field trips, this curriculum package of springtime science experiences provides guidelines for conducting kindergarten learning activities outside the classroom. Goals of the field trips are to teach some pre-reading concepts, to begin the development of deep cognitive thinking, and to look for opportunities for affective teaching. Learning activities focusing on weather, plants, and small animals are provided in a format that includes (1) a statement of purpose or plan, (2) suggested questions and/or statements the teacher may use to direct the children's attention, and (3) possible followup activities such as poems that are thematically related to the lessons. (Author/RH)

ED214684 PS012795

Chitepo, Victoria

Integrated and Early Childhood Education: Preparation for Social Development.

Bernard Van Leer Foundation, The Hague (Netherlands).
Pub Date Feb 81

Note-8p.; Keynote address presented at the Eastern Hemisphere Seminar (2nd, Salisbury, Zimbabwe, February 24-March 7, 1981). For related documents, see PS 012 556 and PS 012 796-800.
Available from-Bernard van Leer Foundation, P.O. Box 85905, 2508 CP The Hague, Netherlands (Free of charge).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Colonialism; *Early Childhood Education; *Educational Innovation; *Educational Policy; Foreign Countries; *Government Role; *Racial Bias; Racial Integration; Refugees
Identifiers-*Zimbabwe

This keynote address first briefly reviews the historical nature and structure of education in Zimbabwe prior to independence. Then, the theme of the seminar (integrated education as a preparation for social development), as well as related policy issues are stated. Educational goals of the government of Zimbabwe are discussed. Concluding remarks point out the contributions of the Bernard van Leer Foundation to the welfare of disadvantaged children in Zimbabwe. (Author/RH)

ED214685 PS012796

Axton, J. H. M.

Integrated and Early Childhood Education: Preparation for Social Development. Theme A: Relevant Provision for Early Childhood.

Bernard Van Leer Foundation, The Hague (Netherlands).
Pub Date Feb 81
Note-5p.; Paper presented at the Eastern Hemisphere Seminar (2nd, Salisbury, Zimbabwe, February 24-March 7, 1981). For related documents, see PS 012 556 and PS 012 795-800.
Available from-Bernard van Leer Foundation, P.O. Box 85905, 2508 CP The Hague, Netherlands (Free of charge).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Child Development; *Developing Nations; *Disadvantaged Youth; Early Childhood Education; Foreign Countries; Government Role; Intervention; *Nutrition; *Perinatal Influences
Identifiers-*School Culture

Factors which influence child development are listed and briefly discussed. These factors are (1) mother's childhood, (2) mother's age, (3) care during pregnancy and delivery, (4) early neonatal factors, (5) birth interval, (6) effect of repeated infection and malnutrition on brain growth and intellectual development, and (7) home environment. The cross-generational effect of malnutrition/deprivation is stresssed. Concluding remarks focus on areas of intervention, such as family spacing and postnatal care, and areas of governmental responsibility that are likely to improve the conditions of children in Zimbabwe. (Author/RH)

ED214686 PS012797

Durojaiye, M. O. A.

Integrated and Early Childhood Education: Preparation for Social Development. Theme B: Home and School - Contrasting Cultures.

Bernard Van Leer Foundation, The Hague (Netherlands).
Pub Date Feb 81
Note-10p.; Paper presented at the Eastern Hemisphere Seminar (2nd, Salisbury, Zimbabwe, February 24-March 7, 1981). For related documents, see PS 012 556 and PS 012 795-800.
Available from-Bernard van Leer Foundation, P.O. Box 85905, 2508 CP The Hague, Netherlands (Free of charge).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Coordination; *Cultural Influences; *Developing Nations; Disadvantaged Youth; Early Childhood Education; Educational Cooperation; Family Environment; *Family Role; *Family School Relationship; Foreign Countries; *Parent Participation; *School Role
Identifiers-*School Culture

Several ways in which the culture of the home in a traditional society differs from the culture of the school, as well as obstacles to efforts to coordinate school and home, are identified prior to a discussion of the educational function of the home and functions of the school. It is pointed out that, whereas in traditional societies education has been a function of the home, the school, through its power, authority, knowledge and professionalism, dominates the relationship between the home and the school through paternalistic or aggressive behavior. The position is taken that, while it is possible to provide an early childhood education at home, parental access to an early childhood learning center would be an advantage, generally. The gap between the culture of the school and of the home is seen to be widest for children from disadvantaged homes, all of whom need an early childhood education that is specially designed to initially diminish differences between home and school through involving parents in their children's schooling. Additional topics briefly discussed include (1) attitudinal obstacles to coordinating school and home, (2) the need for schools, (3) the role of language in educational settings, and (4) teacher, parent, and adult education. (Author/RH)

ED214687 PS012798

Biesheuvel, S.

Integrated and Early Childhood Education: Preparation for Social Development. Theme A: Relevant Provision for Early Childhood.

Bernard Van Leer Foundation, The Hague (Netherlands).
Pub Date Feb 81
Note-9p.; Paper presented at the Eastern Hemisphere Seminar (2nd, Salisbury, Zimbabwe, February 24-March 7, 1981). For related documents, see PS 012 556 and PS 012 795-800.
Available from-Bernard van Leer Foundation, P.O. Box 85905, 2508 CP The Hague, Netherlands (Free of charge).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Cultural Influences; *Developing Nations; *Early Childhood Education; Foreign Countries; *Futures (of Society); *Parent Influence; *Program Design; *Research Needs
Identifiers-*Zimbabwe

This seminar paper explores research bearing on the provision of early childhood education in Zimbabwe. Initially, unresolved problems in the developmental literature are pointed out to support the view that those concerned with intervention in the developmental process can only proceed heuristically by basing their action on theoretical considerations. Subsequently, the findings of studies investigating the effects of early educational interventions are cited. Results are taken as supporting the thesis that cultural influences are relative. Demographic characteristics of the citizens of Zimbabwe are provided as a basis for projections of the future educational needs of the Zimbabwian people. The influence of early learning programs in providing foundations for future development in a rapidly changing, technological context is discussed and the much stronger influence of parents on their child's development is pointed out. In conclusion, research needs are indicated. (Author/RH)

ED214688 PS012799

Valadian, Margaret

Integrated and Early Childhood Education: Preparation for Social Development. Summary Theme C: Alternatives in Training and Implications for Self-Help.

Bernard Van Leer Foundation, The Hague (Netherlands).
Pub Date Feb 81
Note-8p.; Paper presented at the Eastern Hemisphere Seminar (2nd, Salisbury, Zimbabwe, February 24-March 7, 1981). For related documents, see PS 012 556 and PS 012 795-800.
Available from-Bernard van Leer Foundation, P.O. Box 85905, 2508 CP The Hague, Netherlands (Free of charge).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Administrative Policy; *Educational Innovation; Foreign Countries; *Nontraditional Education; *Program Effectiveness; Self Determination; *Self Help Programs
Identifiers-*Aboriginal People; *Australia

With specific reference to the Aboriginal situation in Australia, and in the context of the Australian federal government's current policy regarding Aboriginal self-management, this document addresses the need for alternatives to traditional Aboriginal training (education) programs and the implications of these alternative programs for the Aboriginal community. After establishing why alternative training programs are needed, and after drawing contrasts between traditional Aboriginal education and western schooling, problems associated with the change of federal government policy for Aborigines from assimilation to self-management are described. In conclusion, implications of the alternative training programs for Aboriginal self-help are listed. (Author/RH)

ED214689 PS012800

Springer, Hugh

Integrated and Early Childhood Education: Preparation for Social Development. Theme D: Looking Forward - Integrated Participation in Processes of Change.

Bernard Van Leer Foundation, The Hague (Netherlands).
Pub Date Feb 81
Note-9p.; Paper presented at the Eastern Hemisphere Seminar (2nd, Salisbury, Zimbabwe, February 24-March 7, 1981). For related documents, see PS 012 556 and PS 012 795-799.
Available from-Bernard van Leer Foundation, P.O. Box 85905, 2508 CP The Hague, Netherlands (Free of charge).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Criteria; *Developing Nations; Early Childhood Education; Educational Innovation; *Educational Planning; Foreign Countries; *Futures (of Society); *Intervention; *Leadership Styles; Research Design; *Social Change

This seminar paper presents an analysis of the many complex issues inherent in planning and implementing those educational interventions designed to accelerate human change so that it matches the pace of external change in traditional societies. After establishing the importance of sensitive periods when learning can be massive and intervention is most likely to be rewarding, two maxims for intervention are stipulated. Subsequently, problems inherent in bringing about change are addressed and their implications for different styles of innovative change are examined. A number of basic propositions concerning the nature of change are advanced and linked to the problem of psychological stress engendered by change. Criteria thought to be crucial for judging any innovation project (i.e., criteria related to individual coping and personal security) are expanded upon in subsequent passages. An educational model based on habilitation is put forward as preferable to the usual, implicit model based on rehabilitation. Implications arising from the analysis for planning, implementing, and evaluating educational interventions are briefly explored in terms of the need for preliminary information, and determination of aims and objectives, as well as consideration of the type of intervention strategy, leadership style, and experience-based assessment and revision of the intervention model used. Several conclusions based on the presentation are offered.

(Author/RH)

ED214690 PS012801

First Grade Activities Guide.
Georgia State Dept. of Education, Atlanta. Office of Planning and Development.; Missouri Univ., Columbia. Dept. of Counseling and Personnel Services.
Pub Date 81
Note-162p.
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Affective Behavior; *Basic Skills; Child Responsibility; *Competency Based Education; Curriculum Guides; Decision Making Skills; *Grade 1; *Guidance; *Instructional Materials; Interpersonal Competence; *Learning Activities; Primary Education; Problem Solving; Prosocial Behavior; Self Concept
Identifiers-*Georgia

This first grade activities guide is intended for use by teachers, counselors and other guidance staff to support competency-based guidance curriculum in the elementary schools. The materials in the guide were collected from many sources and organized for use within the Georgia Guidance Curriculum Model (GGCM) framework. Curriculum activities are organized around eight content areas: self-understanding, interpersonal relations, expression of ideas, the gathering and processing of information, rights and responsibilities, values and decision-making, achievement motivations, and problem-solving. Within each area, activities have been developed around a competency based format that includes activity objectives, length of activity, materials/resources to be used in the activity, directions for carrying out the activity, an activity evaluation form for determining student's mastery of the activity, performance indicators, suggested subject matter area, and educator's preparation. Blank activity writing forms that fit specific goal areas/competency elements, and that can be used by teachers to develop further activities are included at the end of the guide.
(Author/MP)

ED214691 RC012932

England, J. Lynn; Hooper, Douglas A.

Catastrophe Models: Some Illustrations and Potential for Social Impact Assessment.

Brigham Young Univ., Provo, Utah.
Pub Date [80]
Note-19p.; Best copy available.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Change; *Models; *Population Growth; *Rural Development; *Social Problems; Urbanization
Identifiers-*Boomtowns; *Catastrophe Models; Catastrophe Theory; Energy Development; Impact Studies; Social Impact Assessment; Support Systems

Catastrophe theory may provide a possible model for describing and explaining the boom town phenomena at a generalized level; catastrophe models deal with phenomena in which changes in continuous independent variables lead to sudden, or abrupt, discontinuous changes in a dependent variable. Rural energy boom towns are the result of sudden, abrupt changes in rural communities and the changes can be regarded as catastrophe events. Catastrophe models can be used to explain and describe two of these events--the overall community change from a relatively stable rural community to a boom town, and the change in the integrative mechanisms in the community from informal to institutional. Used properly, with the appropriate phenomena, catastrophe models can be very beneficial in social impact assessment (SIA). Catastrophe models can bring some order and understanding to events that initially appear to be random or inexplicable by other models or theories, may force the search for independent variables that are related to the behavior observed (the catastrophe), and can point to areas or variables that need further research. The main drawback to using catastrophe models is that only a limited number of variables can be considered. (BRR)

ED214692 RC012998

Taylor, Anne P.; Warren, Dave

Early Childhood Development Cultural Considerations--Commonalities, Variables, and Local Community Determinants for Program Modules.

Spons Agency-Education Commission of the States, Denver, Colo.
Pub Date Feb 73
Note-29p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-American Indian Education; American Indian Reservations; *American Indians; Change; Community Characteristics; *Community Resources; Community Support; *Cultural Influences; Cultural Pluralism; *Early Childhood Education; *Models; *Program Development; Tribes
Identifiers-Urbanism

The paper discusses cultural commonality and variability considerations of the Native American populations served by the Federation of Rocky Mountain States Educational Technical Development (ETD) Project. Section I explores important factors to consider when setting up an Early Childhood Development program module for Indian people, such as demographic changes, urbanism in rural areas, cultural pluralism, preservation of culture through art forms and language, local control for viable change, and self determination. A model for community input is presented in Section II outlining how technical agencies can work with community agencies along with a list of existing Indian

projects that exemplify process for change involving local community structures and resources. A suggestion for design of content specifications using cultural material and themes of known interest to children is emphasized in Section III. Section IV summarizes the project. Concluding the report Section V lists seven recommendations concerned with evaluating character and force of change by an interdisciplinary effort; developing a philosophy that provides the caregiver interaction with the community; recognizing community resources as teaching tools; emphasizing creative behavior in the areas of language, art, music, dance and drama; and preparing a learning environment (indoor and outdoor) of local materials, events, and objects. (ERB)

ED214693 RC013209

Gray, G. Susan; Grajko, Philip F.

Effects of New York State Handicapped Regulations on Small, Rural and Large School Districts. Survey Report.

Pub Date 9 Feb 82
Note-14p.; Best copy available
EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Comparative Analysis; *Disabilities; Educational Finance; Educational Policy; Elementary Secondary Education; Program Costs; *Program Implementation; Rural Schools; *School Districts; Small Schools; *Special Education; *State Legislation; State School District Relationship; State Standards; *Student Placement; Surveys; Urban Schools

Identifiers-*New York Rural Schools Program NY

Responses from 230 New York State school districts were analyzed to determine the impact of the new State handicapped regulations with regard to financial impact, meeting the 30-day time period between initial referral of a handicapped child and board action, variances, and programming and placement according to 4 criteria. In general, small, rural, and large school districts saw the new regulations as being more costly and time-consuming for completion of paperwork than the old regulations for districts already overtaxed and understaffed. In addition to increased program costs because of increased staff time to complete paperwork, many districts expected the costs of self-contained classes and related services to increase with the new regulations. Complying with the 30-day time limit between initial referral and placement of a handicapped student posed problems for the 68% of the districts responding. Close to 70% of the respondent districts may need variances to comply with the new regulations to maintain reasonable special education programs. School districts currently operating under the new regulations liked the flexibility of combining handicapping conditions but found the paperwork burdensome. Many districts viewed the placement criteria as ambiguous. Programming for related services was

expected to necessitate increased costs. Survey forms are appended. (CM)

ED214694 RC013216

Bryson, Judy C.
Women and Economic Development in Cameroon.
Agency for International Development (Dept. of State), Washington, D.C.
Pub Date 10 Jan 79
Contract No-RDO-78/8
Note-155p.
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Agricultural Laborers; Birth Rate; *Cultural Background; Developing Nations; *Economic Development; Educational Change; Educational History; *Females; Foreign Countries; Nonformal Education; Parent Child Relationship; Pregnancy; Rural Areas; *Rural Development; *Rural Urban Differences; *Sex Role; Social Structure; Urban Population
Identifiers-Africa; *Cameroon; Formal Education; *Rural Women
Based on a survey of written sources and perspectives of knowledgeable individuals, the report provides information on women's economic roles in Cameroon, and on aspects of social life which effect their economic performance. A description of the importance of traditional social systems and their evolution over the last 30 years follows a brief discussion of bridewealth, polygamy, wife inheritance, and women's role in agriculture and decision making. Dealing with tribes in each of three geographic areas (coastal areas and the Forest Region, the Grassfields, and North Cameroon and the Savannah) in general, with illustrations drawn from specific groups, the report discusses the social and political structure; kinship systems and inheritance; engagement, bridewealth and marriage; pregnancy and attitudes to fertility; wives' rights and duties; economic activities; women's organizations; the position of women; and child care and training. Other topics include: desired and actual fertility; infertility; pregnancy and childbirth; health problems of young children; the mother-child relationship; history of female education; formal and nonformal education (position of female students in the school system, reform of primary education, vocation and literacy training); and women in the modern sector. Appended is a 191-item select bibliography which includes those works referenced in the report. (NQA)

ED214695 RC013225

Blank, Ruth

What Shall Our Children Read? A Selected Bibliography of American Indian Literature for Young People.

Pub Date 9 Feb 81

Note-28p.; Paper copy not available due to author's preference. For a related document, see ED 147 056.

Available from-Ruth Blank, 1200 Dale Ave., #98, Mountain View, CA 94040 ($6.00 + $1.00 postage).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Alaska Natives; American Indian Culture; *American Indian Education; *American Indian Literature; *American Indians; Biographies; *Childrens Literature; *Cultural Background; Elementary Secondary Education; Legends; Lifestyle; Poetry; Prose; *Reading Materials; *Reference Materials; Tribes

Identifiers-*American Indian History

The 178 titles in the annotated bibliography represent a variety of American Indian and Alaska Native topics and literature from 1953 to 1980 (primarily the 1970's). Serving as a guide for teachers and Native American parents, the bibliography alphabetically lists published material non-stereotypic of American Indians and suitable for teaching progressive reading skills. An asterisk identifies books written by American Indians. Each annotation includes the book's reading level. Examples of the contents include: myths and legends ("White Shell Horse," "Stories of Our Ancestors: A Collection of Northern Ute Indian Tales," "Spider in the Sky"); historical accounts ("Indian Annie: Kiowa Captive," "Let Me Be a Free Man"); culture and lifestyle ("The Hunters," "American Indian Utensils," "Indians of the Woodland: Before and After the Pilgrims"); prose and poetry ("The Way: An Anthology of American Indian Literature," "Ascending Red Cedar Moon," "Longhouse Winter"); biographies ("Chief Sarah: Sarah Winnemucca's Fight for Indian Rights," "Famous Indians," "Joseph, Chief of the Nez Perce"); and references ("American Indian Habitats: How to Make Dwellings and Shelters with Natural Materials," "The World of the American Indian," "Sports and Games the Indians Gave Us," "American Indian Clothes and How to Make Them"). Three periodicals developed especially for use by children and teachers in the classroom are also listed. (ERB)

ED214696 RC013229

Helge, Doris

Individualizing Staff Development in Rural School Districts to Enhance Services for All Children, Including the Handicapped.

Murray State Univ., Ky. Center for Innovation and Development.
Pub Date May 80
Note-18p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Change Strategies; Community Involvement; Cooperative Programs; Elementary Secondary Education; Individualized Programs; Management Information Systems; *Models; *Rural Schools; *School Districts; Services; Special Education; *Staff Development; *Student Needs; Teamwork; Trainers

Comprehensive staff development approaches described in this paper are based on on-site work with school districts and a 1980 National Rural Project investigation of problems experienced by over 80 rural districts and cooperatives across the country as they attempted to implement staff development programs. Three models are described which employed staff development as a vehicle for change in rural districts; each process involved inter- and intra-school levels as well as rural communities. Model A is described as a management model which allowed members of the district to develop and implement strategies creating growth-promoting interaction for all who would influence children, including the handicapped child in the least restrictive setting. Model B is described as a comprehensive management information system which optimized school and community resources to implement special education mandates in ways beneficial to all students within individual schools/total districts. Model C is described as a trainer-of-trainers approach which was used on district-specific and statewide bases. The paper concludes that these models stem from value systems emphasizing (1) identification of resources as well as needs, (2) environmental monitoring of the local culture of a particular district and community subculture, and (3) identification of creative alternatives for use in the specific district, analyzing effectiveness as well as cost-efficiency. (BRR)

ED214697 RC013230

Towards the Third Cycle of APEID. Final Report. Regional Consultation Meeting on the Asian Programme of Educational Innovation for Development (7th, Bangkok, Thailand, June 1-10, 1981).

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.

Pub Date 81

Note-118p.; For related documents, see ED 182 198 and RC 013 231. Paper copy not available due to publisher's preference.

Available from-UNIPUB, Box 433, Murray Hill Station, New York, NY 10016.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Developing Nations; *Educational Development; Educational Innovation; *Equal Education; Foreign Countries; Health; International Programs; *Job Skills; *Nonformal Education; Nutrition; Program Development; *Program Effectiveness; Program Evaluation; *Rural Development; Rural Education

Identifiers-*Asian Programme of Educ Innovation for Development; United Nations Development Program

The Seventh Regional Consultation Meeting on the Asian Programme of Educational Innovation for Development (APEID) was devoted to a tripartite review of the United Nations Development Programme (UNDP) component of APEID. APEID had undertaken four development themes in its second cycle: universalization of education at early school levels and functional education for out-of-school youth and adults; integrated rural development; productive skills; and health and nutrition. The four themes were found to have continuing relevance to the concerns of the countries. The gains from APEID were regarded as high although their spread among the countries and the Associated Centres was, not surprisingly, uneven. The Meeting recommended eight programme areas for APEID's third cycle (1982-1986) which fell into two clusters: first were programme areas in which education was linked to a development goal, including education itself as a development goal. The second cluster comprised programme areas which were in the nature of infrastructure development and contribute as such to a whole range of development goals. The document includes group discussions and reports on programme areas, agenda items, and an appendix listing innovative projects of some of the Associated Centres for 1982-1986. (BRR)

ED214698 RC013231

Work Plan of APEID for the Third Programming Cycle, 1982-1986. Regional Consultation Meeting (7th, Bangkok, Thailand, June 1-10, 1981).
United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.
Pub Date 81
Note-84p.; For a related document, see RC 013 230. Paper copy not available due to publisher's preference.
Available from-UNIPUB, Box 433, Murray Hill Station, New York, NY 10016.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Career Education; Creativity; Developing Nations; *Educational Development; Educational Innovation; Educational Technology; *Equal Education; Foreign Countries; Futures (of Society); Information Networks; International Programs; *Nonformal Education; Organizational Objectives; *Program Development; Research Needs; Rural Development; *Science Programs; Staff Development
Identifiers-*Asian Programme of Educ Innovation for Development; Support Services; Urban Development

The Seventh Regional Consultation Meeting on the Asian Programme of Educational Innovation for Development (APEID) proposed this detailed Work Plan for the project's third cycle (1982-1986). Each of the eight programme areas is defined and then addressed in the following categories: development objectives; immediate objectives; and lists of projects, with their participants, linkages, and expected outcomes. The first five programme areas listed are: universalization of education (access to education at first level by both formal and non-formal means); education for promotion of scientific and technological competence and creativity; education and work; education and rural development; and education and urban development. The final three programme areas are reported as: educational technology with stress on

mass media and low-cost instructional materials; professional support services and training of educational personnel; and co-operative studies, reflections and research related to educational development and future orientation. (BRR)

ED214699 RC013234

Savard, William G.
Procedures for Research on School Effectiveness Project.
Northwest Regional Educational Lab., Portland, Oreg.
Spons Agency-Alaska State Dept. of Education, Juneau. Office of Planning and Research.
Pub Date 10 Dec 80
Note-19p.; For related documents, see RC 013 235-242.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Documentation; Educational Planning; Educational Quality; *Educational Research; Elementary Secondary Education; *Information Retrieval; *Literature Reviews; Outcomes of Education; *Policy Formation; *Search Strategies; State of the Art Reviews
Identifiers-*Alaska Research on School Effectiveness Project; *School Effectiveness

A unique feature of the Research on School Effectiveness Project (part of a larger program for school effectiveness initiated by the State of Alaska) is an intention to base the development of new standards for effective schooling upon documented research findings. First, a list of variables affecting some part of the educational community was generated; some were changed to correspond more closely to the descriptors used in the ERIC system. Next, the process of identifying and retrieving appropriate materials was facilitated by the Alaska Department of Education's contract to use the services and resources available through the Northwest Regional Education Laboratory (NWREL) Information Center, a special purpose library with a computer terminal for direct access to the ERIC files and other data bases in the Lockheed Information System. Sample "Item Report" and "Summary Report by Category" forms are included to show how material identified for its usefulness and quality of study is analyzed. An information flow chart depicts the search, analysis, and synthesis procedure. Appendices include formats of the two forms used, a list of standards for rating studies, and a sample copy of a decision display. (ERB)

ED214700 RC013235

Cotton, Kathleen; Savard, W. G.
Native American Education. Topic Summary Report.
Northwest Regional Educational Lab., Portland, Oreg.
Pub Date 15 Sep 81

Note-102p.; For related documents, see RC 013 234-242.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*American Indian Education; American Indians; Cultural Awareness; Educational Planning; *Educational Research; Elementary Secondary Education; *Instructional Development; *Literature Reviews; Outcomes of Education; Policy Formation; State of the Art Reviews; Student Teacher Relationship; *Teacher Effectiveness
Identifiers-*Alaska Research on School Effectiveness Project; School Effectiveness

The Alaska School Effectiveness Project produced several reports in a series of reviews of research literature on such topics as practices and outcomes in Native American education. Using an ERIC search and conventional library methods, 26 documents were judged to be both relevant and sufficiently well-designed to yield believable and meaningful results. Overall, the studies and evaluation reports were of two kinds: those which sought to determine whether specially funded programs for Native American students have been successful in promoting improved achievement and affective outcomes and those which studied the cognitive and affective outcomes produced when instructional practices and teacher behaviors are (or are not) compatible with the cultural characteristics of Native American students. Based on the information found, three of six recommendations concerned developers and funders of programs who should consider instructional activities which are compatible with Native American cultural traits (e.g., noncompetitiveness, openness to visual and oral learning); school personnel should acquaint themselves with cultural traits of Native American students they teach; and Native American history and culture should be introduced into a school's curriculum with a sizeable Native American student population. The document also includes 4 decision displays, a 37 citation bibliography, and individual item reports on each citation. (ERB)

ED214701 RC013236

Cotton, K.; Savard, W. G.

Parent Participation. Research on School Effectiveness Project: Topic Summary Project.

Northwest Regional Educational Lab., Portland, Oreg.
Spons Agency-Alaska State Dept. of Education, Juneau. Office of Planning and Research.
Pub Date 12 Dec 80
Note-52p.; For related documents, see RC 013 234-242.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Academic Achievement; Educational Planning; *Educational Research; Elementary Education; *Literature Reviews; Outcomes of Education; *Parent Student Relationship; Policy Formation; Preschool Education; State of the Art Reviews; Tutors

Identifiers-*Alaska Research on School Effectiveness Project; *School Effectiveness

The Alaska School Effectiveness Project produced several reports in a series of reviews of research literature on such topics as the participation of parents in the education of their children. Using an ERIC search and conventional library methods, the question raised was, "Do programs which involve parents in the education of their children have a positive effect on the academic achievement of the children?" Of the 26 documents reviewed, 15 pieces of research were judged to be both highly relevant and sufficiently well-designed to yield meaningful results. Overall, the studies found that parent participation had a positive effect on children's achievement, and the more extensive the participation, the more positive the results. Instruction in the home by parents on a regular basis was the single most productive form of parent involvement. Based on this information, it is recommended that: schools make parents aware of their tremendous influence; preschool programs be given a high priority and include a strong parent participation component; and parent tutoring programs (particularly for preschool and elementary children) be established and given active financial support. The document includes the item decision display, the 26 citation bibliography, and individual item reports on the citations. (BRR)

ED214702 RC013237

Cotton, K.; Savard, W. G.

The Principal as Instructional Leader. Research on School Effectiveness Project: Topic Summary Report.

Northwest Regional Educational Lab., Portland, Oreg.
Spons Agency-Alaska State Dept. of Education, Juneau. Office of Planning and Research.
Pub Date 12 Dec 80
Note-85p.; For related documents, see RC 013 234-242.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Academic Achievement; Administrator Role; Educational Planning; *Educational Research; Elementary Education; Elementary Schools; *Instructional Improvement; Leadership; *Literature Reviews; Outcomes of Education; Policy Formation; *Principals; State of the Art Reviews
Identifiers-*Alaska Research on School Effectiveness Project; School Effectiveness

The Alaska School Effectiveness Project produced several reports in a series of reviews of research literature on such topics as the principal as instructional leader. Using an ERIC search and conventional library methods, the question raised was "Does ive instructional leadership on the part of elementary school principals have a positive effect on the academic achievement of students?" Of the 27 documents reviewed, only 7 were reports of valid, relevant studies. Although the conclusions

must be regarded as tentative because of the small number of studies, it does appear that when principals assume an active instructional leadership role, student achievement is enhanced. The fact that several of the supportive studies focused on disadvantaged students lends additional weight to this conclusion. It also appears that the positive effect is both direct (when principals observe and participate in instructional activities with students) and indirect (when teachers work closely with principals to develop instructional plans that are clear, shared, and supported). Because research on this topic is sparse, educational administrators and policy makers should approach this matter with caution. The document includes the item decision display, the 27 citation bibliography, and individual item reports on the citations. (BRR)

ED214703 RC013238

Cotton, Kathleen; Savard, W. G.
Instructional Grouping: Group Size. Research on School Effectiveness Project: Topic Summary Report.
Northwest Regional Educational Lab., Portland, Oreg.
Spons Agency-Alaska State Dept. of Education, Juneau. Office of Planning and Research.
Pub Date 15 May 81
Note-47p.; For related documents, see RC 013 234-242.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Academic Achievement; Affective Behavior; Educational Planning; *Educational Research; Elementary Secondary Education; *Literature Reviews; Outcomes of Education; Policy Formation; *Small Group Instruction; State of the Art Reviews
Identifiers-*Alaska Research on School Effectiveness Project; School Effectiveness

The Alaska School Effectiveness Project produced several reports in a series of reviews of research literature on such topics as instructional grouping: group size. Using an ERIC search and conventional library methods, the question raised was "Does small group instruction have a positive effect on the academic achievement of children in the primary grades and beyond?" After pointing out that there was nothing magical about the benefits conferred on young children's achievement as a result of small group instruction, researchers and reviewers focused on the conditions observed in small groups settings which were found to foster achievement gains. Two conclusions were drawn: first, children in primary grades evidence higher achievement levels when they receive instruction in closely supervised, highly structured small group settings, and second, for older elementary and secondary students factors other than grouping arrangements appear to influence achievement and effective outcomes. It is recommended that children in primary grades should receive as much small group instruction as possible, and

reasons other than hoped-for outcomes in student achievement and attitude should guide decisions about grouping arrangements for older elementary and secondary students. The document includes item decision displays, the 17 citation bibliography, and individual item reports on the citations. (BRR)

ED214704 RC013239

Cotton, Kathleen; Savard, W. G.

Instructional Grouping: Ability Grouping. Research on School Effectiveness Project: Topic Summary Report.

Northwest Regional Educational Lab., Portland, Oreg.
Spons Agency-Alaska State Dept. of Education, Juneau. Office of Planning and Research.
Pub Date 15 May 81
Note-71p.; For related documents, see RC 013 234-242.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Ability Grouping; *Academic Achievement; Educational Planning; *Educational Research; Elementary Secondary Education; *Grouping (Instructional Purposes); Heterogeneous Grouping; Homogeneous Grouping; *Literature Reviews; Outcomes of Education; Policy Formation; School Attitudes; Self Concept; State of the Art Reviews
Identifiers-*Alaska Research on School Effectiveness Project; School Effectiveness

The Alaska School Effectiveness Project produced several reports in a series of reviews of research literature on such topics as instructional grouping: ability grouping. Using an ERIC search and conventional library methods, the question raised was "Do students in the aggregate perform equally well academically and have comparable attitude and self concepts whether they receive instruction in homogeneous or heterogeneous groups?" The overall conclusion was that high-ability children should receive instruction with one another, and that lower-ability children should receive instruction with higher-ability children. Given the difficulty of such an arrangement, it is recommended that: (1) schools which currently practice heterogeneous grouping and are experiencing satisfactory achievement levels and student morale are advised not to change (provided higher-ability children receive enrichment activities); (2) educators should be made aware of the very negative effects of homogeneous ability grouping on the cognitive and affective development of children classified as low-ability; (3) teachers should be made aware of instructional materials and methods which can be effective with heterogeneous classes; and (4) where the decision has been made to institute or maintain homogeneous grouping, steps should be taken to mitigate negative effects of this grouping format. The document includes item decision displays, a 24 citation bibliography, and individual item reports on the citations. (BRR)

ED214705 RC013240

Cotton, K; Savard, W. G.

Class Size. Research on School Effectiveness Project: Topic Summary Report.

Northwest Regional Educational Lab., Portland, Oreg.
Spons Agency-Alaska State Dept. of Education, Juneau. Office of Planning and Research.
Pub Date 12 Dec 80
Note-87p.; For related documents, see RC 013 234-242.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Academic Achievement; *Class Size; Educational Planning; *Educational Research; Elementary Secondary Education; *Literature Reviews; *Outcomes of Education; Policy Formation; State of the Art Reviews; Teaching Methods
Identifiers-*Alaska Research on School Effectiveness Project; School Effectiveness

The Alaska School Effectiveness Project produced several reports in a series of reviews of research literature on such topics as class size. Using an ERIC search and conventional library methods, the question raised was "Do small classes have a positive effect on the academic achievement of elementary and secondary students?" Of the 35 documents reviewed, 20 were deemed valid studies. While findings were contradictory, reducing or increasing class size generally does not automatically produce any particular, foreseeable effect on achievement. In view of the findings, it is recommended that: (1) attention should be devoted to improving instructional methods, rather than altering class size in general; (2) since operating smaller class sizes for academically needy and younger students appears beneficial, schools are advised to make such settings possible if resources allow; (3) the possibility of small instructional groupings within large classes (using aides, for example) be explored, especially for academically needy children; and (4) no additional research on class size be initiated, although educators are urged to lend support to research which examines the relationship between opinions, attitudes and preferences, and outcomes. The document includes item decision displays, a 34 citation bibliography, and individual item reports on the citations. (BRR)

ED214706 RC013241

Cotton, Kathleen; Savard, W. G.
Time Factors in Learning. Research on School Effectiveness Project: Topic Summary Report.
Northwest Regional Educational Lab., Portland, Oreg.
Spons Agency-Alaska State Dept. of Education, Juneau. Office of Planning and Research.
Pub Date 20 Feb 81
Note-113p.; For related documents, see RC 013 234-242.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Academic Achievement; Educational Planning; *Educational Research; Elementary Secondary Education; *Literature Reviews; *Outcomes of Education; Policy Formation; State of the Art Reviews; *Time on Task
Identifiers-*Alaska Research on School Effectiveness Project; School Effectiveness

The Alaska School Effectiveness Project produced several reports in a series of reviews of research literature on such topics as time factors in learning. Using an ERIC search and conventional library methods, the question raised was "Is there a positive relationship between the amount of allocated time for studying a subject and achievement in that subject?" Thirty-five valid studies were reviewed. Based on various findings, it was concluded that the greater the amount of engaged time, the higher the levels of student achievement. Of all measures of student learning time, the rate of academic learning time (ALT) constitutes the best predictor of achievement. It is therefore recommended that: (1) time allocations for different subjects should reflect the relative priorities given to the various subject areas; (2) efforts should be made to keep the amount of classroom "dead time" at a minimum; (3) additional instructional time allotments, preferably in an interactive mode, should be provided for low-ability, low-achieving students; (4) techniques should be applied which can increase the amount of time students spend on task; and (5) activities and methods which result in greater amounts of ALT should be utilized. The document includes item decision displays, a 48 item bibliography, and individual item reports on the citations. (BRR)

ED214707 RC013242

Rapaport, P.; Savard, W. G.
Computer-Assisted Instruction. Research on School Effectiveness Project: Topic Summary Report.
Northwest Regional Educational Lab., Portland, Oreg.
Spons Agency-Alaska State Dept. of Education, Juneau. Office of Planning and Research.
Pub Date 12 Dec 80
Note-58p.; For related documents, see RC 013 234-241.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Academic Achievement; *Computer Assisted Instruction; *Conventional Instruction; *Educational Research; Elementary Secondary Education; *Literature Reviews; Outcomes of Education; Policy Formation; Rural Schools; State of the Art Reviews
Identifiers-*Alaska Research on School Effectiveness Project; School Effectiveness

The Alaska School Effectiveness Project produced several reports in a series of reviews of research literature on such topics as computer-assisted instruction. Using an ERIC search and conventional library methods, the question raised was "Does computer-assisted instruction (CAI), when combined with traditional instruction, lead to higher achievement than traditional instruction alone?" The research findings made it clear that CAI is an effective supplement to traditional instruction. The evidence was not strong enough to support teaching by CAI exclusively; a combination approach seemed to work best. CAI was also popular with students and often improved their attitude toward subject matter. It is recommended that the use of CAI be actively promoted and expanded, especially in small schools in rural areas where it is difficult to offer full schedules of classes to limited numbers of students. It is also recommended that CAI be increased with low-achieving students and with students alienated by traditional teaching methods. Since the development of CAI programs may be beyond the capabilities of some small districts, it is recommended that the state lead in development efforts, providing both financial support and technical expertise. The document includes item decision displays, a 22 citation bibliography, and individual item reports on the citations. (BRR)

ED214708 RC013243

Moore, Charles G.
The Navajo Culture and the Learning of Mathematics. Final Report.
National Inst. of Education (ED), Washington, D.C.
Pub Date Feb 82
Grant-NIE-G-80-0100
Note-27p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*American Indian Education; American Indians; *Cognitive Style; Conservation (Concept); Cultural Awareness; *Cultural Background; Cultural Differences; Division; Elementary Secondary Education; Folk Culture; Higher Education; *Hypothesis Testing; *Interference (Language); *Mathematical Concepts; Mathematical Models; Mathematics Achievement; Memorization; Multiplication; Navajo; Teaching Methods
Identifiers-Imaging; *Navajo (Nation); Syllogistic Reasoning
Efforts have been underway since 1973 to determine if there are elements of Navajo culture that potentially impact upon a Navajo student's attainment of mathematics concepts. Extensive reading and discussion with Navajo students and educational leaders on the Navajo reservation show that basic concepts and objectives of Navajo philosophy (a quest for unity, harmony, order, and beauty) appear to be entirely consistent with views of the greatest contributors to the development of

mathematics. However, there are no words for "multiply" and "divide" in Navajo, and no agreed upon word for "if," and difficulties arise when Navajo students handle situations calling for use of those functions or syllogistic reasoning. While Anglo folklore has many references to numbers (e.g., the three little pigs), Navajo folklore is more personal. Sentence word order (nouns in particular), the role of imaging in problem solving, clan characteristics, and cultural views of geometry pose additional hazards. Navajo culture has traditionally been transmitted orally, and it is possible that the students' facility for memorization has not been fully appreciated. The teacher should have visual classroom models of certain basic mathematical entities, and should make every effort to close the gap between the hypothesis form of teaching and the real world of the Navajo. (BRR)

ED214709 RC013247

Rough Rock Demonstration School Basic Skills Improvement Project. Final Report.

Educational Evaluation Systems, Inc., Mesa, AZ.
Spons Agency-Rough Rock Demonstration School, AZ.
Pub Date Aug 81
Note-47p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*American Indian Education; *Basic Skills; Elementary Secondary Education; Mathematics; *Program Effectiveness; Reading Skills; *Reservation American Indians; *Skill Development; Speech Communication; Speech Skills; Student Attitudes; *Student Development; Writing Skills
Identifiers-Rough Rock Demonstration School AZ

Rough Rock Demonstration School, serving 500 K-12 students on the Navajo Reservation, began its 4-year basic skills program in 1980 with emphasis on math and reading. The project called for impacting K-12 by the 4th year, with target grades for the first year being 1, 5, and 9, thus reaching primary, middle, and high school areas simultaneously. At the end of 1981 major process and product objectives were met, but the 1980-81 behavioral objectives were not achieved due to a combination of factors (primarily late implementation of the program). Administration and staff were supportive of the project. Spring/81 California Achievement Test (CAT) scores reflected their historic problem of extremely low scores. While many of the students surveyed had positive attitudes about learning, school, friends, and family, areas were identified where unfavorable student attitudes surfaced. Inservice programs were well received and served a useful function. Overall results for this initial year indicated that the project was successful and had definite potential for serving as a model for other Native American populations. The document contains descriptions of the four major constructs of the Rough Rock approach, monitoring activities, project evaluation design, objectives, accomplishments, CAT and survey results, inservice training, conclusions, recommendations, and commendations. (BRR)

ED214710 RC013248

Alcoholism and the Hispanic: A Mutual Concern = El Alcoholismo y Los Hispanos Una Preocupacion Nacional. Proceedings of the National Hispanic Conference on Alcoholism (San Antonio, Texas, September 7-10, 1981).

AVANTE International Systems Corp., San Antonio, TX.
Spons Agency-National Inst. on Alcohol Abuse and Alcoholism (DHHS), Rockville, Md.
Report No-DHHS-ADM-81-1130
Pub Date 81
Contract No-ADM-281-80-0014
Note-151p.
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Agency Cooperation; *Alcoholism; *Community Action; Cultural Awareness; *Delivery Systems; Drug Abuse; *Hispanic Americans; Labor Needs; Medical Services; Policy Formation; *Prevention; Program Effectiveness

Written in Spanish and English, the proceedings include 6 papers and the recommendations presented at the conference on alcoholism and alcohol-related problems among Hispanics attended by approximately 400 participants, representing 29 states, Puerto Rico, and Mexico. "The Challenge of the 1980's: Action Through Unity" discusses the need for unity among service delivery agencies. "Alcoholism Among Hispanics" briefly reviews the prevalence of alcohol use and abuse among Hispanics. "Inpatient Aftercare Service Systems: The Essentiality of Continued Treatment for the Chicano Community" discusses the importance of continued treatment so the Chicano substance abuser can remain sober. "Issues in the Delivery of Services for Alcoholics" discusses such issues as the social and political context of alcoholism programs, incorporation of management instruments, manpower needs, and the use of "ethnic" professionals. "Achievement of the Hispanic Dream" discusses the commitment to improve the life style and the problem of alcoholism among Hispanics. The final paper discusses a national strategy for unified action. Recommendations in the areas of treatment (special and general populations), prevention, training, research, and state and national public policy are provided. A listing of committee members, San Antonio host committee, and conference participants is appended. (NQA)

ED214711 RC013249

Mathews, Bonnie, Ed.

Indian Tribes: A Continuing Quest for Survival. A Report of the United States Commission on Civil Rights.

Commission on Civil Rights, Washington, D.C.

Pub Date Jun 81

Note-203p.; Footnotes may not reproduce well due to small print size.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

EDRS Price - MF01/PC09 Plus Postage.

Descriptors-American Indian Reservations; *American Indians; *Civil Rights; Court Litigation; Culture Conflict; Equal Protection; Federal Government; *Federal Indian Relationship; Government Role; *Land Settlement; *Law Enforcement; Self Determination; State Government; Trust Responsibility (Government)

Identifiers-Akwesasne Mohawk (Tribe); *American Indian History; Catawba (Tribe); Cayuga (Tribe); *Fishing Rights; Land Claims; Mashpee (Tribe); Narragansett (Tribe); Oneida (Tribe); Passamaquoddy (Tribe); Tribal Government; United States (East)

Based on Commission public hearings held in 1977 through 1979 and on research conducted since 1977, this report examines state, federal, and tribal governments' role in major conflicts concerning fishing rights, reservation criminal law enforcement, and Eastern Indian land claims existing between Indian tribes and non-Indians. Chapter 1 discusses the public awareness of Indians and Indian issues during the late 1970s. Chapter 2 traces the major events in Federal-Indian relations from the precolonial period to the present, briefly summarizes the major concepts of Federal Indian law, describes the historical developments of the concept of Indian rights, and discusses the relations between tribal governments and state, local, and federal governments. In the next chapters, detailed case studies (i.e., Passamaquoddy Tribe v. Morton, Oneida v. County of Oneida, the Mashpee Jury Trial, claims by the Cayuga Indian Nation, St. Regis Mohawk Indians, and Catawba Tribe) trace the historical origins of the conflicts, focusing on the governments' role, particularly the federal government, throughout the crises. Generally, the report concludes that the present system for protecting Indian rights has significant limitations, that coherent mechanisms for determining and implementing Indian policy are lacking, and that conflicts over Indian rights exacerbate preexisting problems Indians face concerning denials of equal protection of the laws. (NQA)

ED214712 RC013250

Senese, Guy Blaise

The Little White School House: The Impact of Progressive Reform on the Social and Educational Policy of the United States Indian Service and Bureau of Indian Affairs, 1895-1940.

Pub Date May 81
Note-91p.; Master's Thesis, University of Illinois at Urbana-Champaign.

EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Acculturation; *American Indian Education; Boarding Schools; Culture Conflict; Educational Change; Educational Discrimination; *Educational History; Educational Legislation; *Educational Policy; *Federal Indian Relationship; Government Role; Land Acquisition; Progressive Education; Religious Factors
Identifiers-American Indian History; Bureau of Indian Affairs Schools; Collier (John); *Dawes Allotment Act 1887; *Indian Reorganization Act 1934; Merriam Report

Christian (1880-1900) and Progressive (1920-1940) reforms affected the U.S. government's attempt to acculturate and educate American Indians. Religious groups supported the Dawes Allotment Act (1887), which allotted parcels of land, previously tribally held, to individual Indians. This led to de-tribalization, loss of cultural identity, and loss of Indian land. Commissioner Morgan established the first uniform course of study and began the gradual shift from sectarian, mission schools to government-managed schools. Day schools were adopted in policy because of economic advantage over boarding schools. Progressive reform attempted to reverse policies that encouraged Indian de-tribalization and cultural dissociation. The Indian Reorganization Act (IRA) (1934) repealed allotment of lands; encouraged Indian arts, culture, and community; and encouraged replacement of boarding schools with day schools. This period saw defeat of the Bursum Bill, which proposed giving legal Pueblo land ownership to white squatters; a boost in educational appropriations effected by the Merriam Report; John Collier's attempt to create an educational program that helped strengthen tribal political and cultural solidarity; and Indian bilingual education, which grew equally from Merriam Report recommendations, IRA educational provisions, and efforts of educationists who attempted to implement the approaches of social science and progressive education. (NQA)

ED214713 RC013251

Julien, Paul Daniel; Ostertag, Bruce Andrew

Behavioral Characteristics of Gifted Navajo Students as Correlated with Intellectual Ability and Creativity.

Pub Date 27 Jan 82
Note-16p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academically Gifted; *American Indian Education; American Indians; *Behavior; Comparative Analysis; Creativity; Elementary Education; Memory; *Reservation American Indians; Sex Differences; *Talent Identification; *Test Interpretation; Test Results
Identifiers-Leupp Boarding School AZ; *Navajo (Nation)

The Structure of Intellect Learning Abilities (SOI-LA) Test was administered to 244 Navajo students (second through eighth grades) at Leupp Boarding School in northern Arizona to determine behavioral characteristics in regard to intellectual and creative ability. Comparison of SOI-LA test scores of Leupp students with norm scores revealed 54 of the 244 students scored in the gifted range in 3 or more subtests (memory scores were highest consistently for all 24 subtests). Teachers completed the Scale for Rating Behavioral Characteristics of Superior Students (SRBCSS) for 100 of 244 students in order to correlate behavioral characteristics to creative thinking and intellectual abilities. Comparison of SOI-LA and SRBCSS results revealed low positive to negative correlation with behavioral characteristics and a greater number of significant correlations for any intellectual ability with all behaviors. Grade level made a difference in intellectual and creative ability (second grade had twice the number of significant correlations than other grades). Sex also showed a difference in number and type of correlations (girls had 79% more correlations between intellectual or creative abilities and behavioral characteristics than boys). One of four recommendations made is for development of a comprehensive training program for teachers to identify gifted Navajos. (ERB)

ED214714 RC013253

Moore, Lawrence

A Guide for Planning, Organizing and Conducting an Adult Education Ceremony.

Murray State Univ., KY. Office of Extended Education.
Spons Agency-Kentucky State Dept. of Education, Frankfort. Div. of Adult Education.
Pub Date Feb 81
Note-65p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Adult Basic Education; *Check Lists; *Graduation; *Planning; *Recognition (Achievement); Regional Programs; Rural Areas
Identifiers-*Ceremonies

The major purpose of this guide is to provide structure for the establishment of regional graduation ceremonies for adults completing adult basic education (ABE) and adult education programs in the many small communities located in 13 counties of western Kentucky. Reasons given for conducting a regional ceremony include heightening public awareness of adult education programs in the rural area as a means of increasing enrollments into adult programs, increasing faculty visibility, and providing a significant culminating event for those adults now in the program. A series of specific steps are divided into three phases of operation to include before, during, and after ceremony activities. A 1980 ceremony involving 90 adult award recipients on the Murray State University campus is described. A 32-item checklist, with suggestions for implementation, guides planning activities before the ceremony. Similar checklists for conducting the ceremony (nine items) and closure, follow-up (six items) are provided. Appendices include: samples of letters of invitation to adult students, ABE faculty, and V.I.P.s; attendance forms; special recognition form; letters of appreciation to volunteers; awards recipient instructions; congratulations letter; and certificate of achievement. Sample programs for three graduation ceremonies conclude the document. (BRR)

ED214715 RC013254

Moore, Dan E.; Alter, Theodore R.
Population Change and Community Services: The Case of the Public Schools. Staff Paper Series #28.
Pennsylvania State Univ., University Park. Coll. of Agriculture.
Pub Date Apr 80
Note-32p.; Paper presented at the Annual Meeting of the Rural Sociological Society (Burlington, VT, August 24-26, 1979).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Community Services; Declining Enrollment; *Educational Finance; Elementary Secondary Education; *Enrollment Trends; Expenditure Per Student; Futures (of Society); Population Trends; Public Schools; *Rural Schools; *Rural Urban Differences; *School Districts; *Urban to Rural Migration
Identifiers-Increasing Enrollment; *Pennsylvania
Enrollment changes between 1970 and 1976 in the 504 public school districts in Pennsylvania were examined in light of "turnaround" (revival of growth in nonmetropolitan areas). Each district was classified into one of four categories according to the size of the largest urban place in the district, so that enrollment changes within metropolitan and nonmetropolitan counties could be examined. The general "turnaround" literature was supported in that there were higher rates of growth in nonmetropolitan counties. On the average, more rural school districts were growing while all other district categories were declining. "Turnaround" was not happening everywhere; many rural communities were still losing population. As the category of decline increased, local revenue sources were depended on more, and per pupil expenditures became higher. However, school enrollment changes (both decline and growth) provide opportunity for rethinking the role of the school as a "mechanism for rural development." Schools, especially in rural communities, are key institutions. Decline in number of students need not imply decline in commitment to or quality of public education. The potential for strengthened education programs and more viable communities is clearly present if we can get beyond negative connotations of decline and unquestioning faith in the goodness of growth. (BRR)

ED214716 RC013255

Chabran, Richard

U.S. Hispanic Materials and the Library of Congress, 1960-1980.

California Univ., Los Angeles. Chicano Studies Center.
Pub Date 10 Dec 80
Note-38p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Databases; *Hispanic Americans; *Library Acquisition; *Library Collections; *Library Material Selection; Library Surveys; Literature Reviews; Mexican Americans; *Organizational Effectiveness; Periodicals; Puerto Ricans; Social Sciences; *Special Libraries
Identifiers-*Library of Congress

The United State Hispanic holdings, published after 1960, at the Library of Congress were surveyed, using (1) interviews with individuals from the Collection Development Department, General Reading Rooms Division, Subject Cataloging Division, Congressional Research Service, American Folklife Center, and Hispanic Division; (2) a SCORPIO search using the subject headings Hispanic Americans, Mexican Americans, Puerto Ricans, Spanish Americans, and Latin Americans in the United States; and (3) a comparison of the Library's holdings in the SCORPIO data base with eight selected bibliographies. Items published before 1965 and Spanish language items published before 1975 not found in the data base were manually searched in the card catalog. It was found that the Library's U.S. Hispanic collections were not representative of the diverse materials in this area. The areas in most need of development were serials, technical reports, creative works, works projecting a U.S. Hispanic perspective, works about the Chicano Movement, and works published by U.S. Hispanic publishers. It was recommended that U.S. Hispanics, as a primary collection, be established within the proposed American Division; and that specialists in U.S. Hispanics be hired, especially in the Hispanic Division and the American Folklife Center. A brief overview of the Hispanic Press in the United States and 75 suggested serial acquisitions are included. (NQA)

ED214717 RC013258

Yang, Shu-O W.; Phillips, G. Howard

An Ecological Study of Crime in Rural Ohio.

Spons Agency-Ohio Farm Bureau Federation.
Pub Date [74]
Note-33p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Achievement; Community Satisfaction; *Crime; Crime Prevention; *Demography; *Economic Factors; Marriage; Poverty; *Predictor Variables; *Rural Areas; Rural Urban Differences; *Social Influences
Identifiers-*Ohio

In order to contribute to the sparse literature on factors associated with crime in rural communities, an exploratory study analyzed the relation between demographic, social, and economic factors of selected rural townships in Ohio and their rates of crime. Data for the study were collected from three sources: daily offense reports from nine Ohio sheriffs for a 6-month period of 1974, a field survey conducted in the summer of 1974, and 1970 census data. The crime rate (the dependent variable) was measured by the weighted number of offenses known to police from June through November 1974. The independent variables were selected community characteristics. The regression result showed that six variables were significantly related to variations of the crime rate; these were population changes, marriage instability, education, poverty, crime prevention efforts, and community satisfaction. However, the predictability of these variables to the crime rate was relatively low. Marriage instability had a positive effect on crime rate, while education had a negative effect on crime rate, a finding which was consistent with most urban studies. Unexpected results were obtained from some variables. The positive correlation between preventive efforts and crime rate, and negative correlation between poverty and crime rate were contrary to findings from some urban studies. (Author/BRR)

ED214718 RC013259

Lorimer, Dale, Comp.
Project REACH. A Rural Education Approach in a Consortium for Handicapped: A Comprehensive Service Model. 1980-1981, Final Evaluation Report.
San Luis Valley Board of Cooperative Services, Alamosa, Colo.
Spons Agency-Office of Special Education (ED), Washington, D.C.
Pub Date 81
Grant-G-007804910
Note-48p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Agency Cooperation; College School Cooperation; Community Cooperation; *Delivery Systems; Demonstration Programs; Elementary Secondary Education; *Mainstreaming; Mild Disabilities; Parent Participation; *Rural Education; *Severe Disabilities; *Shared Services; Special Education
Identifiers-Colorado; *Project REACH CO
Project REACH (Rural Education Approach in a Consortium for Handicapped) was designed as a model program to demonstrate methods of service for mildly, moderately, and severely handicapped children located in 14 school district areas in 5 counties of the San Luis Valley in southern Colorado from October 1978 through June 1981. The main emphasis was on serving the severely handicapped in rural areas where adequate programs designed to meet their need seldom exist. The model had a 3-part thrust: service, education, and interagency cooperation. Of the 168 children in the area identified as needing supplementary services, 136 had been served by the end of the project. While parent group involvement did not prove practical, the most effective activities reached individual families on a one-to-one basis. REACH was directly involved with integration of children from a community center to either transitional or regular classrooms in 6 of the 14 districts; service was provided for handicapped children in the existing population in the remaining 8 districts. Students and staff members were given integration inservice prior to receiving mentally retarded or Cerebral Palsy students. Project REACH continued to coordinate referrals to various state and local agencies. Approximately 700 people attended various community workshops conducted by REACH from 1979 to 1981. (BRR)

ED214719 RC013260

Brubacher, Roy G.; Stiverson, C. L.
Colorado's Alternative School Calendar Program and the Four Day Week.
Colorado State Dept. of Education, Denver.
Pub Date Jan 82
Note-7p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Achievement; Cost Effectiveness; Elementary Secondary Education; *Energy Conservation; *Extended School Day; Parent Attitudes; *Program Evaluation; Rural Areas; *School Schedules; Small Schools; Student Attitudes; Teacher Attitudes
Identifiers-*Colorado; *Four Day School Week
Taking advantage of legislation permitting modified school calendars, the four-day work week has been implemented by 23 small, rural Colorado school districts representing 5,200 children. Thirteen districts implemented the four-day program in the 1980-81 school year. Ten additional districts applied as first year pilot programs in the 1981-82 school year. A study conducted by Colorado State University of the original 13 school districts found that all districts demonstrated the potential of the schedule to save energy and transportation costs, and to reduce student and teacher absenteeism. In addition, student achievement levels were comparable to their achievement prior to experiencing the four-day week. Parents, teachers, and students favored the four-day concept over a five-day week by a wide margin. The school districts found they achieved notable cost savings in many areas and there were important strategic considerations surrounding the decision of taking Monday or Friday off. In addition to information from the study, other observation and study have led to conclusions that: negative factors must also be carefully examined (some students will have excess time around town, the school day is very long for young children, etc.), and a community and school should avoid moving into a four-day schedule without careful study and planning. (BRR)

ED214720 RC013261

Mathers, Sharon; And Others
The Mamook Book: Activities for Learning About the Northwest Coast Indians.
United Indians of All Tribes Foundation, Seattle, Wash.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date 79
Note-38p.
Available from-Daybreak Star Press, United Indians of All Tribes Foundation, Daybreak Star Cultural-Educational Center, Discovery Park, P.O. Box 99253, Seattle, WA 98199 ($6.00).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Activity Units; American Indian Education; American Indians; *American Indian Studies; Clothing; Cultural Education; *Cultural Influences; Elementary Education; *Enrichment Activities; Legends; Life Style; Tribes
Identifiers-American Indian History; Coloring Books; *Northwest Coast Indians

A student activity book about the Northwest Coast provides "to-do" activities, such as reading, coloring, cutting out and putting together, while learning about the Northwest Coast tribes, their language, legends, clothing and ways of living. A map identifies the tribes and their location along the shores of Alaska, British Columbia, western Washington, western Oregon and northern California. Illustrations to discuss and to color depict historical scenes of daily activity in a longhouse and style of clothing worn, as well as contemporary scenes. Activities include: learning about the totem pole, which tells the history of the location where the pole was erected; making a mobile of objects important to the Northwest Coast tribes, such as a button blanket, canoe, raven bowl, and salmon; constructing a longhouse, learning about the materials it is made of; and reading the legend, "Why Mosquitos Bite" and acting out the characters after making transformation masks. The activity book concludes with a Salmon Game, the gameboard teaches the life cycle of the salmon, its journey to the ocean and back, and the five kinds of salmon. (ERB)

ED214721 RC013266

Ockerman-Garza, Janet; And Others

Migratory Status and School Achievement: Analysis of Critical Mediating Variables.

Pub Date Mar 82

Note-78p.; Paper copy not available due to author preference. Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 1982).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Academic Achievement; Academic Aspiration; Comparative Analysis; Grade 7; Junior High School Students; *Locus of Control; Mexican Americans; *Migrant Children; Occupational Aspiration; *Role Models; Role Perception; *Self Esteem; Sex Differences; *Social Isolation; Socioeconomic Status; Student Attitudes; White Students

Identifiers-Dean Alienation Scale; *Nonmigrants; Nowicki Strickland Personal Reaction Survey; Rosenberg Self Esteem Scale

The relationship among key social/psychological variables (self-esteem, locus of control, social isolation, perceptions of role models) and achievement among migrant children was examined, using December 1980 data obtained from 1,004 seventh grade students (515 males/489 females) from a large school district in Hidalgo County in the Texas Lower Rio Grande Valley. The students were predominantly Mexican American; 445 were classified as migrants and 82% were classified as lower socioeconomic class. A questionnaire was developed that included three standardized instruments which were revised: Rosenberg Self-Esteem Index, Nowicki-Strickland Reaction Survey, and Dean's Alienation Scale. Students' perceptions of role models and related occupational structure were obtained from a series of open-ended questions. Achievement data were obtained from a review of students' Stanford Achievement Test subscores in social science, science, English, and math. Data indicated that non-migrants were in the "high" self-esteem category while migrants were in the "medium" category; migrants had a more external orientation than non-migrants; migrant students experienced more school social isolation than non-migrant students, and males were more isolated than females; and all students had a constricted view of the occupational structure and perceived good jobs in sex-stereotyped ways. (NQA)

ED214722 RC013267

Oklahoma Annual Migrant Evaluation Report, Title I. 1981.
Oklahoma State Dept. of Education, Oklahoma City.
Spons Agency-Office of Elementary and Secondary Education (ED), Washington, D.C. Migrant Education Programs.
Pub Date 81
Note-45p.; Prepared by Compensatory Education Title I ESEA, Migrant.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Academic Achievement; Annual Reports; Elementary Secondary Education; Enrollment; Language Arts; Mathematics Achievement; *Migrant Education; *Objectives; Parent Participation; *Program Effectiveness; Program Evaluation; Reading Achievement; *State Programs; Student Recruitment
Identifiers-*ESEA Title I Migrant Programs; *Oklahoma

During the 1980-81 school term, educational services were provided to 2,893 migrant children (pre-K-12) in 34 school districts in 12 counties. Identification and recruitment was conducted by local project schools and recruiters. Services were provided in reading, language arts, and math. Data revealed that 1,039 students received services in reading, 788 in language arts, and 890 in math. The average normal curve equivalency (NCE) gains (weighted mean) was 5.75 overall for reading, language arts, and math. Parents were involved in the overall development of migrant education within the state (i.e., needs assessment, program development, implementation, and evaluation). Inservice education was accomplished through a 2-day statewide workshop, a regional workshop, Migrant Student Record Transfer System training workshops, and a 1-day workshop conducted in reading, math, or language arts. Mail-outs, memos, the Oklahoma Educator, the Superintendent's Newsletter, education fair, television, PTA, newspapers, brochures, and other printed materials were used to disseminate information. Overall, projects felt that significant gains had occurred in migrant education and the related components. This report provides brief information on the national, state, and local goals; state administration; dissemination activities; parent involvement; inservice; identification and recruitment; recommended changes; evaluation data; and student achievement in reading, language arts, and math. (NQA)

ED214723 RC013268

Cunningham, Patricia; And Others
Native Americans in Oklahoma, K-6.
Oklahoma State Dept. of Education, Oklahoma City.
Pub Date 81
Note-142p.
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*American Indian Culture; American Indians; *American Indian Studies; Art Activities; Clothing; *Cultural Awareness; Elementary Education; *Enrichment Activities; Extended Family; Food; Information Sources; Learning Activities; Lifestyle; Minority Group Influences; Music; Reading Materials; Stereotypes; Symbolic Language; Tribes; *Units of Study
Identifiers-*American Indian History; *Oklahoma
The study unit on American Indians in Oklahoma for grades K-6 provides suggested multi-curriculum activities and resources for educators to use as an introduction for all students, Indian and non-Indian. Goals of the multi-curriculum based study unit include: (1) developing an awareness of the origin of Native American culture; (2) making the students aware of materials Indians used from their environment to provide basic needs, such as food, clothing, and shelter; (3) introducing history and techniques of Native American arts and crafts; (4) recognizing that Native American myths and legends share common themes with other cultures; (5) developing an awareness of Native American music and dance; (6) learning about history and culture of Native Americans; and (7) introducing contributions of Native Americans to the society of the state and nation. Representative of both Plains and Woodland cultures, 10 select tribes are studied. In addition to student activities and games, a resource section includes a list of annual Oklahoma tribal events; addresses of Indian museums and sources of information on American Indians and education; and an unannotated bibliography of reading materials, multimedia collections and Native American bibliographies. An evaluation form is also enclosed for teachers to evaluate the study unit. (ERB)

ED214724 RC013269

Palmer, Barbara C., Comp.
Migrant Education: An Annotated Bibliography.
International Reading Association, Newark, Del.
Pub Date 82
Note-66p.
Available from-International Reading Assoc., 800 Barksdale Rd., P.O. Box 8139, Newark, DE 19711 ($2.50).
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Annotated Bibliographies; Bilingualism; Elementary Secondary Education; Grants; Hearings; Instructional Materials; Legislation; *Life Style; *Migrant Children; *Migrant Education; Migrant Problems; *Migrant Programs; Needs Assessment; Program Evaluation; Self Concept; Student Mobility; Student Motivation; *Student Needs; Teacher Attitudes; Teaching Methods
Identifiers-Migrant Student Record Transfer System

Materials selected for inclusion in the annotated bibliography of 139 publications from 1970 to 1980 give a general understanding of the lives of migrant children, their educational needs and problems, and various attempts made to meet those needs. The bibliography, a valuable tool for researchers and teachers in migrant education, includes books, dissertations, articles, conference papers and government documents divided into five major categories: General Information, Characteristics of Migrant Children, Education of Migrant Children, Education Programs for Migrant Children, and Bibliographies. General Information deals with lifestyle, family unit, social and personal attitudes, and seasonal farm structure. Materials in Characteristics of Migrant Children cover self-concept, motivation, and mobility. Education of Migrant Children includes materials on needs and needs assessment, teaching methods and materials, bilingualism, Migrant Student Record Transfer System (MSRTS), and teacher attitudes. Education Programs for Migrant Children includes reports and evaluation, legislation and hearings, descriptions and grants. The final section cites four bibliographies. (LC)

ED214725 RC013270

Lichtman, Marilyn; Rothschild, Susan J. S.
Career and Education Patterns of Rural Women.
Pub Date 19 Mar 82
Note-20p.; Paper prepared for presentation at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Achievement; *Academic Aspiration; *Employment Level; Family Status; *Females; High School Graduates; Longitudinal Studies; Marital Status; *Occupational Aspiration; *Rural Urban Differences; Urbanization
Identifiers-Family Size; National Longitudinal Study High School Class 1972; *Rural Women
Data drawn from the National Longitudinal Study of the High School Class of 1972 and follow-up surveys through 1979 were used to explore career and educational patterns of two groups of women: those who received their high school education in rural areas and remained, and those who left for larger communities. Over 40% of the sample were classified as rural in both 1972 and 1979 (unweighted n=907; weighted n=144,016); nearly 60% of those women who lived in rural areas when they completed high school had moved away by 1979 (unweighted n=1,418; weighted n=182,785). Three classes of variables were selected: educational expectations and attainment, occupational expectations and attainment, and marital and family status. Data clearly suggested that rural residence following high school graduation was an important factor in career and educationl patterns of women. Those women who did not remain in rural communities attained higher levels of education and more diverse occupational status. More rural women were married and more non-rural women were single or no longer married. Two-thirds of the rural women had children while less than one-half of the non-rural women did. Subsequent analyses stressing the multivariate nature of attainment models will add psychological, attitudinal, and role model variables. (BRR)

ED214726 RC013271

Lee, Jasper S.

Community Development--FFA Style.

Future Farmers of America, Alexandria, VA.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date Aug 76
Note-32p.
Available from-Future Farmer Supply Service, P.O. Box 15160, Alexandria, VA 22309 ($15.00).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Community Action; *Community Development; *Community Study; *Guidelines; Leadership Training; *Problem Solving; Youth Programs
Identifiers-Building Our American Community Program; *Future Farmers of America

Intended to help Future Farmers of America (FFA) members develop skills in improving their communities under the Building Our American Community Program, this publication provides guidance on how FFA chapter members can be active citizens and use democratic processes. Section I, Identifying and Analyzing Communities, consists of four chapters. Chapter I suggests ways to determine community boundaries and identify community groups, occupational clusters, community memberships, and people and programs that make things happen in the community. Chapter II explores identifying community needs. Chapter III analyzes selecting community development activities. Chapter IV recommends methods for gathering and analyzing information. Section II, Group Decisions & Actions, looks at the establishment of a teen center and has three chapters. Chapter V explores alternative solutions to problem solving. Chapter VI develops guidelines to organize for action. Chapter VII suggests ways to evaluate the results of community action. Each chapter provides step-by-step activities and most chapters conclude with a glossary, a performance check list, and a bibliography of supporting references. (BRR)

ED214727 RC013272

Nelson, Murry R.; Trueblood, Cecil R.
Providing Formal Class Structure On-Site for Rural Teacher Development.
Pub Date 21 Mar 82
Note-11p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 21, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-College School Cooperation; *Delivery Systems; *Elementary School Teachers; *Extension Education; Higher Education; Inservice Teacher Education; *Masters Programs; *Nontraditional Education; *Rural Areas
Identifiers-Pennsylvania State University; Teacher Corps
Teachers from a rural Pennsylvania elementary school were the focus of a 4-year (1977-1981) field-based Teacher Corps delivery system program. The school site was located 30 miles from its administrative offices and 75 miles from Pennsylvania State University. Inservice workshops held

over a 2-year period identified the need for an on-site, field-based M.Ed. program. The resulting program allowed a practicing teacher to take all courses toward an M.Ed. at the school site and have such courses accepted as resident courses. Students took one course per term and could accelerate their program during the summer. Coursework was geared toward immediate classroom use. Announcement of courses was made well in advance and in a personalized, multifaceted way. Development and implementation of the model was a more time consuming process than originally expected. Standardized tests administered yearly to the teachers indicated a large percentage had negative self images of their professional capabilities and the position of their school site in the school district. Over time the scores also showed considerable growth in teacher self concept, and, in conjunction with other data, revealed improved staff communication, more satisfaction in teaching, and a greater understanding of problems of other teachers at different grade levels. (BRR)

ED214728 RC013273

Gore, Jane S.; And Others

The Message Transferred. A Record of Data Feedback Procedures to Interested Agency Clienteles and County Citizens as Part of the Human Service Agencies' Collaboration in the Delivery of Services and Amenities to Rural Citizens in Clinton County, New York.

State Univ. of New York, Plattsburgh. Coll. at Plattsburgh.
Spons Agency-Department of Agriculture, Washington, D.C.
Pub Date 79
Note-256p.; In collaboration with the Council of Community Services in Plattsburgh and Clinton County, New York.
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-*Agency Cooperation; *Delivery Systems; *Feedback; *Human Services; Nonprofit Organizations; *Organizational Communication; Outreach Programs; Private Agencies; Public Agencies; Rural Areas; *Rural Population; Transportation; Workshops
Identifiers-*New York (Clinton County)

A 1977 study in Clinton County, New York, investigated collaboration among human service agencies in the delivery of services and amenities to rural citizens. A major assumption was that agencies working together would be more effective in meeting local needs. Thirty public, private, and non-profit agencies were chosen based on their supposed interest in a rural transportation network. The highest ranking administrator plus 1 or 2 other professionals or board members from each agency made up the sample (n=57). Interviews were held with the sample regarding themselves and their agencies and a questionnaire was mailed to them requesting views of each of the other 29 agencies in terms of agency interaction. A Guttman Scale construction provided characteristics of agencies having high interaction scores. Over 70 people attended a day-long workshop

which communicated results and planned for future inter-agency collaboration activities. Since participating agencies wanted additional feedback, 28 individual agency sessions of 1 1/2 to 2 hours were conducted in the fall of 1978. An evaluation at the session showed agency personnel wanted to increase communications internally with staff and staff/board members in terms of daily activities and long-range program planning. Scripts for two audio-visual programs plus six appendices of agency and workshop materials comprise the bulk of the document. (BRR)

ED214729 RC013274

Luther, Vicki Braglio; Luther, Joseph
Transactive Planning as a Principia Media in Rural Planning Education.
Pub Date Apr 81
Note-22p.; Paper presented at the American Planning Association National Conference (Boston, Massachusetts, April 1981).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Agency Cooperation; Continuing Education; *Curriculum Design; Futures (of Society); Higher Education; *Interdisciplinary Approach; Models; *Outreach Programs; Planning; Postsecondary Education; *Professional Education; Rural Areas; *Rural Development; Theories
Identifiers-Eastern Washington University; Partnership for Rural Improvement; Planners; Transactive Theory
The implications of rapid change in rural areas demand an effort on the part of planner educators to prepare professional planners for new, transactive roles with skills to build the capacity of communities to become self-reliant. As one of the partner institutions working collaboratively in rural development and planning with the Partnership for Rural Improvement, Eastern Washington University has developed an inter-disciplinary planning curriculum that translates theory of transactive planning into skill areas and techniques. This curriculum has the added dimension of unique outreach work in adult and continuing education for planning commissioners, staff, and community members. (Author)

ED214730 RC013275

Luther, Joseph

Transactions Among Partners.

Pub Date Feb 81
Note-23p.; Address presented at the Forum of the Partnership for Rural Improvement (Mount Spokane, Washington, February 1981).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Agency Cooperation; Community Involvement; Futures (of Society); Higher Education; History; Interdisciplinary Approach; Models; Planning; Professional Education; *Role Perception; *Rural Areas; *Rural Development; Theories
Identifiers-Eastern Washington University; *Partnership for Rural Improvement; *Planners

The past and historical future of the Partnership for Rural Improvement (PRI) and its model for rural planning and development are explored. Evolution of the rural-urban conceptual dichotomy is reviewed. Rural is perceived as a state of being rather than a place. Implications of the PRI experience for new knowledge and skills in rural community planning and development are discussed and an emerging professional role is presented. The consequences of this new professional curriculum at the Department of Urban and Regional Planning at Eastern Washington University are considered. (Author/BRR)

ED214731 RC013276

Tisa, Benedict

Consultant Report for The People's Republic of the Congo (November 5-December 8, 1981): The Results of a Workshop to Develop Nutrition Education Materials.

Education Development Center, Inc., Newton, Mass.; Manoff International, Inc., Washington, D.C.
Spons Agency-Agency for International Development (IDCA), Washington, D.C. Bureau for Development Support.
Pub Date Jan 82
Contract No-AID/DSAN-C-0209
Note-107p.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Agency Cooperation; *Communications; *Field Tests; Foreign Countries; Mass Media; *Material Development; Needs Assessment; Nonformal Education; *Nutrition Instruction; Pretesting; Rural Areas; Teacher Developed Materials
Identifiers-*Congo

A 3-week practicum for six Congolese health/nutrition workers focused on designing a field-testing program for nutrition education materials. Using cessation of breastfeeding as the topic, a pretesting workshop was carried out during the last three weeks of November, the first two of which were given over to making arrangements, producing needed materials, and collecting existing materials from the organizations involved: Service Maternal et Infantal (SMI), Alphabetisation, Radio Rurale, WHO's program Centre Nutritionnel, and CARE-CONGO. Each organization received material normally used by one of the other participating organizations, e.g., Radio Rurale used materials from Alphabetisation, etc. Each group went into a working area normally covered by one of the other organizations to promote inter-organizational familiarity and to provide a sense of discovery

since participants worked with new materials in new areas. After all the groups had done field testing and prepared their reports, there was a general workshop for report presentation and discussion. In spite of some drawbacks (lack of time, in particular), constructive work was accomplished, training materials produced, and personnel trained in production and testing techniques. Moreover, an important step was made toward establishing coordination among the organizations. Appendixes include a project description, workshop materials, questionnaires, a materials development guide, etc. (BRR)

ED214732 RC013277

Garcia-Moya, Rodolfo, Ed.
Center for Bilingual Multicultural Education Research and Service. Monograph Series, Vol. 1 No. 3.
Colorado Univ., Boulder. Center for Bilingual Multicultural Education Research and Service.
Pub Date 80
Note-53p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Bilingual Education; *Cognitive Development; *Decision Making Skills; Developmental Stages; Educational Theories; *Force Field Analysis; *Learning Theories; Models; *Multicultural Education; Problem Solving; Program Descriptions; Transfer of Training
Identifiers-Bruner (Jerome S); Gagne (Robert M); *Limited English Speaking; Piaget (Jean); Piagetian Stages
The first of three papers in this publication describes the Harrison School District Bilingual Demonstration Project, a modified curriculum and instructional program which builds on the children's experiences and extends their culture and their view of it in a bilingual, multicultural school environment available to both English speaking and limited English proficient children. The program's instructional approach, components (curriculum, language arts, methodology, parent and community involvement, values, management), staff, institutional support, evaluation, and replication are discussed. The second paper presents a strategy for identifying and resolving problems through an analysis of the forces which contribute or hinder problem-solving or decision-making, and lists six steps to be taken in order to progress to the discovery of possible solutions that can lead toward movement in the desired direction. The last paper discusses the cognitive learning theories of Bruner, Gagne, and Piaget and their implications for bilingual education. Topics discussed include cognitive position and transfer; perspectives on transfer; Gagne's cumulative model for the transfer of learning; Piaget's development states (sensorimotor, preoperational, operational); and Bruner's models of representation, learning, and cognition. A chart depicting the high points of each of the theoreticians and how they correlate in bilingual education is provided. (NQA)

ED214733 RC013278

The Indian Family--Foundation for the Future. Report of the National Indian Child Conference (3rd, Albuquerque, New Mexico, May 17-21, 1981).

Center for Informative Evaluation, Tucson, AZ.

Spons Agency-Indian Health Service (PHS/HSA), Rockville, MD.; Save the Children, Albuquerque, N. Mex.

Pub Date 81

Note-76p.; For a related document, see ED 192 949.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Adolescents; *American Indian Education; Children; *Child Welfare; Communication Disorders; Elementary Secondary Education; Federal Indian Relationship; Health Programs; Higher Education; *Human Resources; *Mental Health Programs; *Special Programs; Tribes; *Youth Problems

Identifiers-*National Indian Child Conference 3rd; New Mexico (Albuquerque)

To facilitate awareness in Indian child services by identifying perennial needs and pointing out developing responses at as many levels as possible the conference was divided into five major sections. Each workshop summary includes names of presenters, purpose of workshop, major points made during workshop, and available materials and human resources. Workshops on Mental Health include: "Cultural Conflict and American Indians in the Delivery of Mental Health Services," "Traditional Healing Ceremonies as Family Therapy Among the Navajo," and "Issues Around Suicide and Other Self-Destructive Behavior." Examples of Education workshops are "Funding Procedures in Public Law 81-872," "Federal Impact Aid and Johnson O'Malley Program," "Role of Indian Community Colleges as Opposed to Regular Four-Year Institutions," and "Using Child's Environment, Language and Culture in an Elementary School Curriculum." Noted workshops on Health and the Handicapped are entitled, "Meeting the Needs of Abused and Neglected Indian Children," "Assessing Speech-Language Problems in Young Indian Children," and "Intercultural Comparison of Memory Processes and Strategy Between Navajo, Caucasian, and Learning Disabled Children." Youth workshops address topics on tribal awareness, family communications, apathy in schools, impact of natural resource development, and teenage sexuality. An evaluation overview and results, nine resolutions, and a list of conference attendees by tribal affiliation concludes the report. (ERB)

ED214734 RC013[illegible]

Boloz, Sigmund A.

The GLAD Project: Energizing Language.

Pub Date [81]
Note-10p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*American Indian Education; Demonstration Programs; *Language Arts; *Language Experience Approach; Primary Education; *Program Descriptions; *Writing (Composition)
Identifiers-*Ganado Public School District AZ; *GLAD Project

Recognizing the utility and limitations of traditional curriculum and of present language programming for its mostly Navajo population, the Ganado Public School District developed the GLAD (Ganado Language Arts Development) project, which aims to: develop literacy in kindergarten through third grade students; expand and enrich the pedagogical competencies of staff members; and develop communication with parents. The child and his values and experiences are central to the project's methodology, which emphasizes prewriting activities that stimulate motivation for writing, collection of impressions, and production of rough drafts. Teachers provide a supportive learning environment and situations which promote positive self concepts and encourage the children to be active participants in their education and to freely express themselves and their values. The school supports teachers in their efforts through writing seminars held twice a month and the classroom support network which emphasizes hands-on demonstrations in the classroom and intra-classroom visitations by teachers and administrators. Parents are kept informed of their child's involvement in the writing process through work taken home and class publications. Major writing projects developed within the various classrooms are formally published and redirected into the classroom as supplemental reading materials and into the young authors' homes. (NQA)

ED214735 RC013285

Anson, Cynthia

Papago Food Production and Nutrition Education Project.

Meals for Millions/Freedom from Hunger Foundation, Tucson, AZ.
Pub Date Aug 81
Note-12p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*American Indian Education; Community Education; Community Resources; *Health Education; *Nonformal Education; *Nutrition Instruction; Outreach Programs; Paraprofessional Personnel; *Reservation American Indians
Identifiers-Arizona; *Food Production; *Papago (Tribe)

The Project was begun in 1979 by the Meals for Millions/Freedom from Hunger Foundation to help bring about changes leading to improvements in the food and nutrition conditions, and overall health, of Papago people living on the reservation. Goals of the Project were to initiate a comprehensive and integrated approach to food and nutrition problems (i.e., agricultural production, food distribution, and diet) and to support and reinforce independence of Papago people by identifying and using locally available and external resources to benefit themselves. In its third year, the Project achieved these goals by using a broad educational approach based on the principles of relevancy, participation, cultural adaptation, and non-formal techniques. Three examples were the Village Nutrition Education workshops, attended by 1,000 participants, discussing topics on balanced diet, breastfeeding, and diabetes; the Village Food Production which encouraged small scale food production and assisted 500 Papago families with seed, fertilizer and other material assistance; and Training for Tribal Paraprofessionals which increased technical skills of Tribal fieldworkers and raised their consciousness of food and nutrition problems and ways to alleviate them. In the future, the Project would like to undertake a comprehensive assessment of food and nutrition conditions on the Papago Reservation. (ERB)

ED214736 RC013286

Stutzman, Esther
The American Indian Social Studies Curriculum Activity Guide, K-6.
Coos Bay School District, Oreg.
Spons Agency-Office of Indian Education (ED), Washington, D.C.
Pub Date 81
Note-240p.
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-Alaska Natives; *American Indian Culture; *American Indian Education; American Indian Languages; Area Studies; Cherokee; Class Activities; *Content Analysis; Cultural Background; Cultural Education; Curriculum Guides; Elementary Education; Enrichment Activities; Eskimos; Food; Housing; Kindergarten; Ojibwa; *Social Studies; *Textbook Content; *Units of Study
Identifiers-Algonquin (Tribe); *American Indian History; Apache (Tribe); Chinook Jargon; Dakota (Tribe); Iroquois (Tribe); Navajo (Nation); Ojibwa (Tribe); Pueblo (People); Seminole (Tribe); Zuni (Pueblo)
A supplement to social studies texts, this guide includes eight activity units and reviews of 1-6 grade social studies textbooks published by American Book Social Studies, McGraw-Hill, Silver Burdett, Ginn, Macmillan Social Studies, Laidlaw Brothers, and Follett. The reviews, listed by publisher and book title, discuss Indian-subject content, content quality, and possible supplemental material. Units cover six major Indian culture areas (Northeast, Southeast, Plains, Southwest, Pacific Northwest, and Alaska), food resources, and general classroom activities. Each unit contains overview information concerning the particular culture area; a culture area map with major tribal groups; an activity number and title; suggested grade level and

instructional goals; number of students; time involved; vocabulary; a cross-reference to the text activity guide; skills and materials used in the activity; description of the method used to conduct the activity; an illustration or pattern, if necessary; a special word-sound box for kindergarten; suggested discussion questions for all grades; and background information for teachers. Activity topics include Iroquois longhouse; Algonquian feather cape; Seminole clothing; Creek village; counting in Ojibwa, Dakota, Zuni, Chinook, and Cherokee; Eskimo igloo; Navajo hogan; honor feathers; fry bread; and cradleboards. A list of 70 Indian Education films includes discussion ideas. A map of all the major culture areas and an evaluation form conclude this guide. (NQA)

ED214737 RC013287

Jeanotte, Leigh D.

A Study of the Contributing Factors Relating to Why American Indian Students Drop Out of Or Graduate from Educational Programs at the University of North Dakota.

Pub Date 19 Mar 82
Note-30p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*American Indian Education; *College Students; *Dropout Characteristics; Dropout Research; Family Influence; *Graduate Surveys; Higher Education; *School Holding Power; *Student Characteristics
Identifiers-*University of North Dakota

Undergraduate American Indians who enrolled at the University of North Dakota for academic years 1970-1979 were surveyed to determine factors contributing to attrition and retention. The final sample included 116 students, 71 dropouts and 45 graduates. A questionnaire and two information forms were designed to obtain information on biographical, pre-college and college factors of those who dropped out and those who graduated. Conclusions were based on statistical treatment of data gathered. Biographical conclusions included: sex of student does not influence completion of college degree; older students tend to persist and graduate; dropouts tend to be single; graduates have more dependents; and American Indian blood quantum bears no indication of influence. Determining pre-college factors were high school grade point average and ACT test scores. College factors revealed the Center for Teaching and Learning had more Indian graduates; campus support services were used more by graduates; and social activities hindered dropouts. Effective factors of graduates were higher college grade point averages, more semester hours completed, clearer career goals, and American Indian heritage viewed as an advantage. Recommendations requested a continuation of this study with a control group, expanding the study to include all 11 BIA Area offices, and 6 recommendations for the

university. (ERB)

ED214738 RC013289

Morrisey, J. Thomas

A Survey Review of Studies on Specific Aspects of Teaching Outdoor Education.

Pub Date [79]
Note-10p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Curriculum Enrichment; *Educational Research; Elementary School Teachers; Evaluation Criteria; Higher Education; *Inservice Education; Interdisciplinary Approach; *Outdoor Education; *State of the Art Reviews; *Teacher Education

Nine research studies are reviewed on specific aspects of teaching outdoor education. Study results suggest instruments useful in establishing school district norms for determining an environmental education program (Horn, 1977); use of the outdoors as an effective educational tool (Peck, 1975); better preservice elementary education courses emphasizing outdoor education methods and a need for inservice programs offered by outdoor education specialists (Mirka, 1973); and preparation of preservice teachers should include use of outdoor education, connection between outdoors and school curriculum, and use of the outdoors as a laboratory (Hammerman and Hammerman, 1973). Other findings recommend: an inservice program in environmental science to increase understanding of scientific principles and attitudes of elementary teachers (Hulleman, 1972); all second year preservice elementary teachers be given an interdisciplinary program (Kalla, 1972); and the outdoors be used as a classroom and laboratory when possible and appropriate (Chrouser, 1970). Another study discusses the Outdoor Education Inventory, developed by Craig Chase in 1969, as an effective tool for evaluating inservice outdoor education programs. Finally, a survey of 50 colleges and universities in the western United States, conducted in 1967 by Raymond Rhead, revealed a lack of research in teacher preparation in outdoor education and most materials available in outdoor education had been published from 1962 to 1967. (ERB)

ED214739 RC013290

Bell, John; Caterini, Charles

Outdoor Education: A Unique Experience for Student Teachers at U.N.B.'s Faculty of Education.

Pub Date 80
Note-9p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adventure Education; *Course Content; Environmental Education; *Field Trips; Foreign Countries; Grading; Higher Education; *Outdoor Education; Safety; Skill Development; *Student Teachers; Teacher Education
Identifiers-Canada; *University of New Brunswick

In 1974 the course "Outdoor Education" began at the University of New Brunswick for student teachers in training. Since its inception 125 students have laboured, learned and enjoyed the course whose 3 primary goals are to help student teachers (1) choose aspects of the environment to enlarge the scope of a subject, (2) focus attention on the need for preparation of trips, and (3) focus attention on the physical characteristics of a group and the safety aspects involved. The program is carried out in four weekend trips (Friday afternoon to Sunday afternoon) to St. Andrews in southwestern New Brunswick where studies on tidal salt water and settlement can be conducted, Baxter State Park in Maine provides study of Alpine geography and a look at vertical climate change brought about by altitude, Mactaquac Provincial Park is ideal to learn canoe skills and tenting expertise, and Kingston on Kennebecasis Peninsula allows study of winter woods. A limited enrollment of 20-25 students is imposed along with certain student requirements, such as capability of swimming 300 yards in clothing and walking 15 miles a day. Grades are awarded on all studies conducted during the trips, as well as participation and physical skills acquired during the course. (ERB)

ED214740 RC013291

Morrisey, J. Thomas

An Approach to Inservice Education to Promote Outdoor Education as a Teaching Method in the Elementary School.

Pub Date [79]
Note-13p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Administrator Role; *Change Strategies; Curriculum Enrichment; Educational Change; Elementary Education; Elementary School Science; *Elementary School Teachers; *Inservice Education; *Integrated Curriculum; *Outdoor Education; Principals; Social Studies; Teacher Attitudes

Inservice workshops conducted by elementary principals and teachers could be used to prepare all teachers to use outdoor education as a way to teach the present elementary school curriculum, with additional time spent on science and social studies. Teachers would be introduced to a program that uses the outdoors at least 50% of the time as the main teaching medium. Involving teachers in teaching their colleagues allows understanding of major problems encountered during implementation of methodological and/or program innovations. Once principals are prepared to conduct sessions, materials, texts, and resources associated with social studies and science could be used to show how the total elementary school curriculum can be integrated and taught successfully

through the use of outdoor education. Implementation could be achieved through the inservice workshops run for a 3-week period in the summer break with follow-up, short-time workshops held during the school year. The course should be offered in two consecutive summer sessions with the intervening school year and the following school year being used to help in the actual classroom implementation of the innovation. Success of the program could be measured through the use of teaching situation observations, teacher and student questionnaires, and student evaluations. (BRR)

ED214741 RC013292

Storer, Des
Migrant Families in Australia. Working Paper 3.
Institute of Family Studies, Melbourne (Australia).
Pub Date Oct 81
Note-19p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Demography; Economics; Employed Women; *Ethnic Distribution; Family Characteristics; Foreign Countries; *Immigrants; *Migrants; *Population Trends; *Socioeconomic Background; Unemployment
Identifiers-*Anglo Saxons; *Australia

Since 1947, some 3.5 million migrants have entered Australia, giving birth to 2.2 million children. Whereas, in 1947 only 9.8% of Australia's populace were of overseas birth and less than 3% were of non-Anglo Saxon origin, by 1976, some 20% were of overseas birth, some 39% had been born overseas or had a parent born overseas, and some 25% had been either born overseas in a non-British country or had a parent born in such a country. Factors influencing the family formation of non-Anglo Saxon migrants were the Australian economy's structure and the migrant's role in the economy; the family reunion policies of all post war Australian governments; and the interfamilial conflicts between generations over social mores, values, and priorities concerning the preservation of traditional ethnic identity. Briefly reviewing the history of post war migration and the present-day socioeconomic context, this paper provides data on the occupational distribution of male migrants; migrant women in the workforce; non-English speaking workers; migrant unemployment; age, sex, marital status (divorce, separations, and first and second generation intermarriages), and family size of migrants; migration policies and family reunions; settlement and integration; loss of extended family networks; problems of intergenerational conflict; and effects of the Australian economy's structure. (NQA)

ED214742 RC013298

Gilford, Dorothy M., Ed.; And Others

Rural America in Passage: Statistics for Policy.

National Academy of Sciences - National Research Council, Washington, D.C. Assembly of Behavioral and Social Sciences.
Report No-ISBN-0-309-03175-3
Pub Date 81
Note-603p.; Paper copy not available due to publisher's preference. Maps and tables will not reproduce clearly due to small print size.
Available from-National Academy Press, 2101 Constitution Ave., N.W., Washington, D.C. 20418 ($14.95).
EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
Descriptors-Community Characteristics; *Data Collection; Demography; Economic Development; Energy; *Futures (of Society); Health; Housing; Natural Resources; Nutrition; *Public Policy; *Rural Areas; *Rural Development; Rural Education; Social Services; *Use Studies

The Panel on Statistics for Rural Development Policy was established to assess the current quality and availability of data for rural development policy--a more difficult task than might first appear. Until recent decades, rural development was commonly understood to be the development of agriculture. As science and technology transformed U. S. agriculture and as rural communities have grown, however, farming has accounted for a declining portion of the employment and economic activity in rural areas. What rural development means or should mean today has become a difficult and often contentious question. Indeed, what is meant by rural cannot be clearly conceptualized or statistically defined. Many rural officials believe that inappropriate but well-intended federal (and state) decisions have eroded their communities' integrity and capacity for self-determination. The sense of independence and community that has been so strong in rural society is now threatened. Thirteen chapters cover "Rural America: Known and Unknown," "What is Rural Development," "Discovering What Concerns Rural America," "User Characteristics and Purposes," "Demographic Data," "Housing," "Health and Nutrition," "Education," "Public Services and Community Facilities," "Economic Development," "Natural Resources and Energy," "Strategies for Improving Rural Development Information," and "Summary and Recommendations." There are eight appendixes. (Author/BRR)

ED214743 RC013299

Small Schools: Quality Schools. "Five Rooms or Less." Information Bulletin 31079.

Lutheran Church, Missouri Synod, St. Louis, Mo.
Pub Date 79
Note-13p.; Prepared by Board of Parish Education.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Community Involvement; *Decision Making; *Educational Quality; Faculty; *Parochial Schools; *Religious Education; *Small Schools

Identifiers-Commitment; *Lutheran Schools; Support Groups

The purpose of this bulletin is to point out the advantages of small schools (five rooms or less) and what makes them quality schools. Answers are supplied for the question, Why a Lutheran School in Our Congregation? (to provide opportunities through which the Holy Spirit can develop and maintain the Christian faith in each pupil) and When is a Small School Possible? (when the commitment to Christian education is strong enough). Advantages given for the small Lutheran school include providing a greater amount of parent-teacher-pastor-child interaction, bringing together Christian teachers and families striving to establish and maintain a Christian life-style for the school community, personalizing education when there are fewer students, and parents assuming more responsibility for the operation and success of the school. Points to consider concerning teaching staff in the small school include: the small faculty is advantageous in communication processes; often the pastor is a member of the teaching faculty; and the principal in a small school usually functions as both teacher and administrator. Other sections provide guidance on Expectations and Possibilities, Planning and Consulting, The Small School and the Congregation, and The Small School and the Community. A list of nine discussion questions concludes the document. (BRR)

ED214744 RC013300

Massey, Romeo M.

The Rural Education and Agriculture Program (REAP): Belize's New Approach to Rural Primary Education.

Pub Date Mar 82
Note-63p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 1982).
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Academic Achievement; *Agricultural Education; College School Cooperation; Community Involvement; Curriculum Development; *Elementary Education; Federal Programs; Foreign Countries; *Innovation; *Integrated Curriculum; International Programs; Outdoor Education; Parent Attitudes; *Rural Education; Student Attitudes; Supervised Farm Practice; Teacher Attitudes; Teacher Education
Identifiers-*Belize; CARE Inc; Peace Corps; *Rural Education and Agriculture Program (Belize)

The Rural Education and Agriculture Program (REAP) was initiated in response to perceived deficiencies in the rural primary schools of Belize. Since its inception in 1976, REAP has moved through two of its anticipated three phases (Pilot Phase, July 1976-June 1979; District-Level Phase, July 1979-June 1982). REAP integrates academic subjects with nine rural-life-related areas of study. Practical applications of both are made on REAP school farms which have Outdoor Education Centres with gardens, coops, hutches, etc. Evaluations were conducted in 1979, 1980, and 1981. Criterion-referenced measures were used to evaluate program objectives in: curriculum development; inservice training; academic achievement; attitudes of parents, students, and teachers; agricultural knowledge and skills; community involvement; and teacher training. Program criteria were reached or exceeded in all but agricultural knowledge, where insufficient data made conclusions impossible. During the anticipated National-Level Phase (July 1982 to June 1985) REAP will be expanded to cover approximately half the rural primary schools in Belize and the support role will be transferred from international to Belizean organizations. (BRR)

ED214745 RC013301

Outdoor Education in Georgia.
Georgia State Dept. of Education, Atlanta.
Pub Date Apr 82
Note-23p.; Presented by the Georgia Migrant Education Program at the National Migrant Education Conference (San Juan, Puerto Rico, April, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Educational Objectives; Educational Planning; *Migrant Education; *Migrant Programs; *Outdoor Education; Program Content; *Program Development; *Program Evaluation; Questionnaires; *State Programs
Identifiers-ESEA Title I Migrant Programs; *Georgia

Providing an overview of the Outdoor Education Workshop provided by the Georgia Migrant Education Program to give migrant students and staff an opportunity to learn new skills which they can then share with other migrant children upon their return to the regular school setting, the paper briefly discusses the administrative steps necessary when planning/implementing the workshop, program content, and evaluation. State objectives for the workshop are listed as broadening migrant children's educational horizons, promoting healthier human relations, increasing learning motivation, improving communication skills, developing appreciation of the beauty and order of the natural environment, enabling instructional staff to work more effectively with educationally disadvantaged children, and enhancing the children's self-concepts by providing success-oriented experiences. A planning chart indicates the personnel involved, i.e., state planning committee, coordinator, local education agency (LEA) superintendent and migrant staff, location planners, and presenters. Ten organizational tasks are listed, along with 10 planning suggestions. Including examples of a memo to LEA staff, tasks list and deadlines, parents permission form, presenter's form, and agenda for a 2-day workshop, the paper concludes with the evaluation forms for presenters, LEA staff, and students. (NQA)

ED214746 RC013302

Rincon, Ramon; Zepeda, R. A.
Evaluation of the 1979-80 Title-I Migrant Tutoring Program.
Dallas Independent School District, Tex. Dept. of Research and Evaluation.
Report No-T180-346-31-01
Pub Date Sep 80
Note-8p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Achievement; *Educational Environment; Elementary Education; *Migrant Education; Migrant Programs; Parent Participation; Program Evaluation; *Program Implementation; Reading Comprehension; *Tutorial Programs
Identifiers-Dallas Independent School District TX; *ESEA Title I Migrant Programs
Using Spanish and/or English according to each student's need, the Migrant Tutoring Program (MTP) provided 20 minutes of tutoring daily in oral language development, language arts, and reading to 238 migrant students (K-6) in 17 schools during the year. Questionnaires designed for principals, teachers, and tutors were used to obtain process evaluation data during November, January and May. Principals were interviewed in November and May. During the second process evaluation at least two tutoring sessions were observed at each school. Student achievement gains on the Interamerican Prueba de Habilidad General (Test of General Ability) and the Iowa Tests of Basic Skills (ITBS) Reading Comprehension Test and change in percentile rank of pre- and posttests means were computed. Major evaluation questions referred to MTP's environment and implementation, student gains in reading comprehension, and parent involvement in MTP. Results indicated that overall, MTP's environment was adequate; principals and teachers generally supported MTP and most of them endorsed the program's value and objectives; migrant students in grades 3, 5, and 6 demonstrated significant educational achievement as reflected by the grade equivalent gains of .9, .9 and .8 respectively; percentile gains on the ITBS were small, with some decline in percentile scores; and approximately 130 parents were involved in MTP. (NQA)

ED214747 RC013305

Vachon, Claude

Regional, Rural Home ABE Program Spells Impact.

Pub Date 4 Apr 81
Note-12p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adult Basic Education; Agency Cooperation; *County Programs; *Delivery Systems; *Functional Literacy; *Home Programs; Individual Instruction; Reading Programs; Regional Programs; *Rural Areas; Student Recruitment; Tutors
Identifiers-Literacy Volunteers Inc; *Maine (Franklin County)

Maine's State Division of Adult Education began setting up a regionalized Adult Basic Education (ABE) program in rural Franklin county in 1974 to serve the area's functional illiterates. Located in the building housing the Franklin County Community Action Program (CAP), linkages were developed with a large number of agencies; initially the 10 CAP outreach workers were the ABE recruiters. Literacy Volunteers of Franklin County became the nucleus of ABE's teaching staff. Later the ABE program was asked to also provide GED instruction for the area's hard core dropouts. County Commissioners and CETA began to provide financial resources in the form of revenue sharing monies and CETA recruiter-tutor positions. Last year 209 persons were reached. At May's recognition day 27 diplomas were granted; reading students also received certificates based on teacher contact hours. The greatest impact is not in grades but is in changed behavior, growth in self confidence, and improved self image. For such a program to work, it must: seek out hard core non-readers or drop outs; be brought to participants on an individualized basis; provide in-home instruction in isolated communities; and develop strong linkages with human services agencies and institutions at all levels. (BRR)

ED214748 RC013306

Howell, Robert E.; And Others
Development of Rural Leadership: Problems, Procedures, and Insights. Summary of an Impact Assessment of Public Affairs Leadership Programs Conducted in California, Michigan, Montana, and Pennsylvania [and] Executive Summary.
Washington State Univ., Pullman. Dept. of Rural Sociology.
Spons Agency-Kellogg Foundation, Battle Creek, Mich.
Pub Date Feb 82
Note-103p.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Adult Education; *Agriculture; *Extension Education; Farmers; Institutional Role; *Leadership Training; Postsecondary Education; Problem Solving; *Program Effectiveness; *Public Affairs Education; *Rural Population
Identifiers-Agricultural Education Foundation CA; Kellogg Foundation; Michigan State University; Montana State University; Pennsylvania State University; *Statewide Programs
Between 1965 and 1976 more than 700 rural leaders participated in one of four statewide public affairs leadership development programs conducted by educational institutions in Pennsylvania, California, Michigan, and Montana. The W.K. Kellogg Foundation provided over $4 million in financial assistance. The programs were designed to: increase participation in public affairs by men and women from rural areas; improve problem-solving and leadership skills of participants; and encourage sponsoring educational institutions to expand extension programs in public affairs education and rural leadership development. Four case studies show how these programs affected participants and the involved institutions. Four major findings are reflected: (1) statewide public affairs leadership development programs that were at least two years in length increased involvement of many program graduates in related public affairs activities; (2) statewide public affairs leadership development programs which focused on analysis of national and international public issues increased involvement of many program graduates in public affairs activities that were at least regional in scope; (3) statewide public affairs leadership development programs increased leadership and problem-solving skills of program graduates; and (4) educational institutions involved in conducting statewide public affairs leadership programs expanded their extension programming in public affairs education and leadership development. An executive summary concludes the document. (BRR)

ED214749 RC013307

Rasmussen, Randy C.; Jensen, Carl

Strengthening the Community/Education Partnership: The San Juan RFD Model of Public Involvement. Public Involvement Using the Rural Futures Development Strategy.

Utah State Board of Education, Salt Lake City.
Pub Date Jul 77
Note-71p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-American Indian Education; Change Agents; *Change Strategies; Community Involvement; Elementary Secondary Education; *Futures (of Society); Models; *Problem Solving; *Rural Education; *School Community Relationship
Identifiers-Navajo (Nation); Problem Identification; *Rural Futures Development Strategy; *San Juan School District UT

San Juan School District, a rural school district in the southeast corner of Utah, implemented the Rural Futures Development (RFD) Strategy program to develop greater public involvement in the education process. Geographically one of the largest school districts (approximately 8,000 square miles) in the U.S., San Juan serves Anglos who mainly live in the northern part of the county and Navajos who live in the southern part in a very large and remote area. The San Juan RFD Strategy has three basic components: the school community group (SCG); the process facilitator team; and the five step problem-solving process used by the SCG to identify community problems and concerns, search for alternative approaches to problem solving, plan for action, implement the plan, and assess the results and recycle. The RFD project has proved to be very

valuable to the district. There are currently four SCGs and one faculty task force which are very productively engaged in the educational process. Educators in San Juan are responding more accurately to the needs of the people in San Juan and the people feel better about the educational system because they have a part in developing the system. A glossary of terms and an appendix covering the problem solving process and related items conclude the document. (BRR)

ED214750 RC013308

Cohen, Elizabeth G.; Anthony, Barbara
Expectation States Theory and Classroom Learning.
Stanford Univ., Calif.
Spons Agency-National Inst. of Education (ED), Washington, D.C.; National Science Foundation, Washington, D.C.
Pub Date Mar 82
Grant-NIE-G-80-0217; SED-80-14079
Note-37p.; Paper presented at the American Education Research Association Meeting (New York, NY, March 1982).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Bilingual Students; *Classroom Communication; Classroom Environment; Elementary Education; Group Dynamics; *Hispanic Americans; *Interaction; Learning Centers (Classroom); *Learning Theories; *Peer Relationship; *Social Status; Student Participation
Identifiers-*Expectation States Theory
Involving 307 primarily Hispanic children with varying levels of English and Spanish language proficiency and 9 teacher-aide teams from grades 2-4 bilingual classrooms in schools located in 5 districts in the San Jose (California) area, the study examined whether classroom social status affected the frequency of study interaction and whether interaction, in turn, affected the amount of learning in a specific curriculum. Expectation States Theory analyzed the sources of status and their effects on peer interaction at learning centers in an ongoing classroom setting. A path model illustrated how classroom peer interaction can simultaneously have positive and negative effects on learning. The bilingual curriculum, designed to teach thinking skills, used math and science concepts and featured multiple learning centers each with different materials and activities. For one hour per day for 15 weeks, children were required to complete each learning center and to fill out accompanying worksheets. Instructions in English, Spanish, and pictographs were available with each learning center. Data were obtained from behavioral observations, questionnaires, and test scores. Findings indicated children with higher social status were more likely to talk and work together than children of lower social status; and the more children talked and worked together, the more they learned from the curriculum. (NQA)

ED214751 SE035714

Schwab, Judith L., Ed.

Social Sciences in Forestry. A Current Selected Bibliography [and] Cumulative Author Index for 1981. No. 56.

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Forestry and Wildlife Resources.
Spons Agency-Forest Service (DOA), Washington, D.C.
Pub Date Oct 81
Note-78p.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Annotated Bibliographies; Business; Economics; *Forestry; *Forestry Occupations; History; Manufacturing; Productivity; *Social Sciences

Entries within this selected bibliography of social sciences in forestry are arranged alphabetically within subcategories of a subject-matter classification scheme. The five major categories of the system relate to social science applications of forestry at large; forestry's productive agents; forest production; manufacturing; and marketing, trade, and demand for forest output. Each entry includes the cumulative index number, subcategory code, author, title, bibliographic information and brief annotation. A subject index and cumulative author index for 1981 are also included. (DC)

ED214752 SE035951

Bowman, Mary Lynne

Teaching Natural Resource Management Through Environmental Education Activities.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date Dec 81
Contract No-400-78-0004
Note-197p.
Available from-Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($6.50).
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Attitudes; *Conservation Education; *Curriculum; Elementary Secondary Education; *Environmental Education; Mathematics; *Natural Resources; Sciences; Social Sciences; *Supplementary Reading Materials; Values
Identifiers-*Natural Resources Management

This publication presents a variety of participation oriented environmental education activities for teaching natural resources education. Activities are divided into five categories: (1) Elementary School Activities; (2) Elementary-Junior High School Activities; (3) Junior High School Activities; (4) Junior-Senior High School Activities; and (5) Senior High School Activities. Most activities include a purpose, level, subject areas, reference of the source of the activity, and the activity itself. A variety of experiences are included for most school subject areas. (RH)

ED214753 SE036063

"Science in Society, Omnibus Pack, Readers A-L."
Association for Science Education, Cambridge (England).
Report No-ISBN-0-435-54042-4
Pub Date 81
Note-809p.; For related document, see SE 036 064.
Available from-Association for Science Education, College Lane, Hatfield, Herts, AL10 9AA, England. Price quoted as $36.00 per package of 12, with 20% discount on quantity orders.
Document Not Available from EDRS.
Descriptors-College Science; Energy; Environmental Education; Food; Foreign Countries; Futures (of Society); Higher Education; Industry; *Interdisciplinary Approach; Natural Resources; *Reading Materials; *Science Course Improvement Projects; Science Curriculum; Science Education; Secondary Education; *Secondary School Science; Social Problems; Technology
Identifiers-Great Britain; *Science and Society; *Science in Society Project

Twelve readers have been written for use in a course developed by the Science in Society Project. Each reader (corresponding to a specific unit in the course) contains a number of short articles contributed by prominent figures in industry, the professions, the academic world, and in politics. Detailed suggestions on how to take advantage of the flexibility of the material in these readers to construct a course most appropriate to a particular class are included in a teacher's guide published separately from these readers. Specific titles are: Diseases and the Doctor; Population and Health; Medicine and Care; Food; Agriculture; Energy; Mineral Resources; Industry: Men, Money, and Management; Industry: Organization and Obligation; Nature of Science; Science and Social Development; and Looking to the Future. (Author/SK)

ED214754 SE036064

Science in Society, Teacher's Guide.
Association for Science Education, Cambridge (England).
Report No-ISBN-0-435-54043-2
Pub Date 81
Note-256p.; For related document, see SE 036 063.

Available from-Association for Science Education, College Lane, Hatfield, Herts, AL10 9AA, England. Price quoted as $14.00 per copy, with a 20% discount on quantity orders.
Document Not Available from EDRS.
Descriptors-College Science; *Course Content; Course Descriptions; Energy; Environmental Education; Food; Foreign Countries; Higher Education; Industry; *Interdisciplinary Approach; Natural Resources; *Science Course Improvement Projects; *Science Curriculum; Science Education; Secondary Education; *Secondary School Science; Social Problems; *Technology
Identifiers-Great Britain; *Science and Society; *Science in Society Project

This teacher's guide was designed for use in a course developed by The Science in Society Project. The aims of the project, course description and content, and suggestions for introducing the course are included in a general introduction. Objectives, content, commentary on supplementary reading materials developed specifically for the course, background and other related information are included for units on: health and medicine, population, food and agriculture, energy, mineral resources, facts, industry in the economy, resources of land and water, and looking to the future. Examination questions and list of contributors and trial schools are included in two appendices. (SK)

ED214755 SE036255

Byron, Frederick W., Jr.; Clement, John

Identifying Different Levels of Understanding Attained by Physics Students. Final Report.

Massachusetts Univ., Amherst. Dept. of Physics and Astronomy.
Spons Agency-National Science Foundation, Washington, D.C. Directorate for Science Education.
Pub Date [80]
Grant-NSF-SED-77-19226
Note-141p.; Parts may be marginally legible.
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Achievement; Algebra; *College Science; *Concept Formation; *Engineering Education; Higher Education; *Mathematical Formulas; Mechanics (Physics); *Physics; *Problem Solving
Identifiers-*Word Problems

This project had three major goals: (1) investigate the extent to which introductory physics students misuse or misunderstand formulas; (2) catalogue the typical ways in which they do this; and (3) begin the larger task of identifying key types of knowledge that successful problem solvers use to give formulas meaning. Exploratory interviews and group sampling studies were conducted. The interviews were conducted with approximately 25 freshmen and sophomore engineering students. As a result, the project was able to discover new misconceptions about

qualitative concepts in physics, develop and refine more simple and elegant problems which would expose and isolate those misconceptions with a minimum of distraction from other possible difficulties, and form hypotheses about four levels of knowledge being used in successful problem solving. A series of three different 45-minute diagnostic tests were conducted with entering freshman engineering majors, using sample sizes of 150, 34, and 38 respectively. These each involved approximately 18 of the questions which had been pilot tested in interviews, including both algebra and physics questions. A parallel test was given to an older group of 24 engineering majors who had just completed a course in introductory mechanics. These tests allowed for the comparison of students before and after taking introductory physics to determine whether the students' learning had been formula-centered. Findings and comments on the research methodology are presented in this final report. (Author)

ED214756 SE036373

Curriculum Review Handbook: Science, 1981-82.
Oklahoma State Dept. of Education, Oklahoma City.
Pub Date 82
Note-31p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Curriculum Development; *Curriculum Evaluation; *Elementary School Science; Elementary Secondary Education; *Science Curriculum; Science Education; *Secondary School Science; Worksheets
Identifiers-Oklahoma

This guide consists of examples and blank worksheets to aid Oklahoma schools in assessing their science curriculum on a continuing basis. Worksheets focus on: (1) philosophy and rationale of science curricula; (2) expected student outcomes; (3) educational programs (topics covered and concepts emphasized); (4) student skills; (5) program evaluation (organization, facilities, equipment, and instruction); (6) resource directory; and (7) needs and recommendations. (SK)

ED214757 SE036375

Folks, John; And Others

Safety Precautions for Science.

Oklahoma State Dept. of Education, Oklahoma City.
Pub Date 82
Note-64p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Biology; *Chemistry; *Elementary School Science; Elementary Secondary Education; First Aid; Guidelines; Laboratory Animals; *Laboratory Safety; *Physical Sciences; Safety; Science Education; Science Equipment; *Secondary School Science
Identifiers-*Hazardous Materials

Safety information is discussed and outlined in this guide. Areas include: (1) general laboratory safety rules; (2) general rules and guidelines for animals in the elementary classroom; (3) general guidelines for the physical sciences; (4) general rules for using animals in investigations, with specifics on the care and handling of mammals, reptiles, insects/spiders, protozoans, and preserved specimens; (5) precautions when using plants; (6) earth science guidelines; (7) field trip guidelines; (8) alphabetical list of hazardous or incompatible chemicals likely to be encountered by students; (9) special instructions relating to glass, x-ray equipment, model rockets, radioisotopes, non-ionizing radiation, lasers, and electricity and electronic equipment; (10) storage, labeling, and disposal of chemicals; (11) list of basic first aid supplies; (12) first aid procedures; and (13) laboratory safety checklist. (SK)

ED214758 SE036387

O'Brien, Thomas C.

Learning and Context: An Interview with A. I. Weinzweig, University of Illinois at Chicago Circle, Chicago, Illinois.

Southern Illinois Univ., Edwardsville.
Pub Date [81]
Note-20p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Calculators; *Cognitive Development; Context Clues; Educational Change; Elementary Education; Interviews; *Learning Theories; Mathematics Curriculum; *Mathematics Education; *Mathematics Instruction; Preschool Education; *Teaching Methods
Identifiers-*Weinzweig (A I)

This document is a verbatim transcription of an interview conducted by Thomas C. O'Brien under the auspices of the Teacher's Center Project of Southern Illinois University at Edwardsville. The transcript presents the views of Professor A. I. Weinzweig for the University of Illinois at Chicago Circle. Distinctions between training and education, and a feeling that much of what American education offers is training for a world that no longer exists, are noted. Ideas about the ways young children learn and solve problems within specific contexts and ideas for teaching that recognize the cognitive nature of children are also presented. (MP)

ED214759 SE036393

Staver, John R.; Ed.

An Analysis of the Secondary School Science Curriculum and Directions for Action in the 1980's. 1982 AETS Yearbook.

Association for the Education of Teachers in Science.; ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency-National Inst. of Education (ED), Washington, D.C.; Ohio State Univ., Columbus. Center for Science and Mathematics Education.
Pub Date Dec 81
Contract No-400-78-0004
Note-193p.
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Attitudes; Curriculum Development; Inservice Teacher Education; *Problem Solving; *Science Curriculum; Science Education; Science Instruction; *Scientific Literacy; Secondary Education; *Secondary School Science; *Student Motivation; Yearbooks

The 1982 Yearbook of the Association for the Education of Teachers in Science (AETS) is the second in a series of three AETS yearbooks in which Ralph Tyler's 1949 curriculum rationale is used to analyze science curriculum. This publication is focused on the secondary school science curriculum (the 1981 yearbook was concerned with teaching science to middle school students). The 1982 Yearbook is divided into three major sections. Section I contains an examination of Tyler's model as it relates to the current status of science education, which is also discussed in this section. Section II contains six chapters whose authors have used Tyler's model to examine specific aspects of the science curriculum: scientific literacy, problem solving, student motivation, social and political factors affecting the science curriculum, and changing instructional practice, as well as implications for continuing education for science educators. (PB)

ED214760 SE036413

Eisenberg, Theodore; And Others

A Follow-up Study on Perach Children Two Years After Tutoring.

Weizman Inst. of Science, Rehovot (Israel).
Spons Agency-Bernard Van Leer Foundation, The Hague (Netherlands).
Pub Date Jan 82
Note-77p.; For related document, see ED 194 304.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Educational Research; *Followup Studies; Mathematics Education; *Mathematics Instruction; Secondary Education; *Secondary School Mathematics; *Tutorial Programs; Tutoring
Identifiers-Israel; *Mathematics Education Research; *Perach Tutorial Project

The Perach Project is a one-to-one tutoring program for the socially disadvantaged. This study's main purpose was to locate Perach Project children two years after they had been tutored in order to determine their situation in school, measure their school self-concept,

aspirations, and attitudes towards school, and examine their feelings about the project in retrospect. In order to determine Perach's role in their attitudes and school situation, comparisons have been made throughout this report to a control group that was similar to Project children with respect to background variables but who had not been tutored. Great difficulty is noted in locating many of the children, and it is speculated that those who were not located were most likely in either less academic frameworks or not studying at all. Results are thought to be promising, but it is noted that in any future study it would be extremely important to locate all of the children sought so that there are no doubts as to their place in the educational system. (MP)

ED214761 SE036438

Dynan, Muredach B.; Ryan, Anthony S.
Final Physical Science Evaluation Report. Co-operative Research Series Report No. 8.
Western Australia Education Dept., Perth.; Western Australian Inst. of Tech., Perth.
Report No-ISBN-0-7244-8408-6
Pub Date 81
Note-106p.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Curriculum Development; *Curriculum Evaluation; *Physical Sciences; *Science Curriculum; Science Education; Secondary Education; *Secondary School Science; Student Characteristics
Identifiers-*Australia (Western Australia)
A new physical science course was introduced into Western Australia's upper secondary schools in 1978. The major focus of this document is a description of the implementation of the course and its materials during the first two years. Following a brief introduction and overview, chapters focus on: the establishment of physical science as a tertiary admissions examination subject including the rationale for introducing the physical science course, production and dissemination of course materials, academic backgrounds and initial perceptions of physical science students, implementation procedures within schools including initial and on-going inservice programs, student and teacher perceptions related to course materials, and a final chapter highlighting the major points of the document. Ancillary material, such as statements from colleges relating to physical science, is provided in appendices. (SK)

ED214762 SE036446

Iozzi, Louis A.

Research in Environmental Education 1971-1980.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date Dec 81
Contract No-400-78-0004
Note-426p.
Available from-Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($15.00).
EDRS Price - MF01/PC18 Plus Postage.
Descriptors-Achievement; Attitudes; Behavior; Curriculum; Educational Research; Elementary Secondary Education; Environment; *Environmental Education; Higher Education; Instruction; Instructional Materials; Learning; Natural Resources; Outdoor Education; Teacher Education; Values
Identifiers-*Environmental Education Research

This publication contains summaries of items on the literature related to environmental education research found in professional journals, doctoral dissertations, and the fugitive literature. The fugitive literature was obtained primarily through a search of ERIC materials. The publication was prepared by the National Commission on Environmental Education Research of the National Association for Environmental Education in cooperation with ERIC/SMEAC. Summaries are listed by type of literature (journal and yearbook papers, dissertations, and fugitive literature). Descriptor and author indexes are included. While the documentation efforts of these groups are continuing, this is the most complete single reference to literature on environmental education research available at this time for the years 1971-1980. (RH)

ED214763 SE036447

Suydam, Marilyn N.; Weaver, J. Fred

Using Research: A Key to Elementary School Mathematics. 1981 Revision.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date Dec 81
Contract No-400-78-0004
Note-132p.; For related document, see ED 120 013.
Available from-Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($6.00).
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Basic Skills; Educational Research; Elementary Education; *Elementary School Mathematics; *Literature Reviews; Mathematical Concepts; *Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; *Mathematics Materials; Problem Solving; Student Attitudes; Teaching Methods
Identifiers-*Mathematics Education Research

This document consists of eleven bulletins which present answers to questions about research on the teaching and content of elementary school mathematics, K-8. The bulletins are revisions of a set originally published in 1970 and revised in 1975. Specific research findings on eleven topics are cited with selected references. Titles are: (1) Attitudes and Anxiety; (2) Organizing the School Program for Instruction; (3) Promoting Effective Learning; (4) Differentiating Instruction; (5) Instructional Materials and Media; (6) Addition and Subtraction with Whole Numbers; (7) Multiplication and Division with Whole Numbers; (8) Rational Numbers: Fractions and Decimals; (9) Measurement, Geometry, and Other Topics; (10) Verbal Problem Solving; and (11) Planning for Research in Schools. The material is indexed by the questions answered in the bulletins as an aid to reference. (MP)

ED214764 SE036450

Christian, Adelaide
"Back to the Basics" Through Environmental Education.
Pub Date 81
Note-25p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Basic Skills; *Educational Innovation; Elementary Secondary Education; *Environmental Education; Interdisciplinary Approach; Physical Environment; Problem Solving; Social Environment; Teaching Methods; *Technology

Environmental education is proposed as a viable means of improving the educational system. The rationale for teaching environmental education is based in part upon White's principles of education for Seventh-day Adventists and upon Noel McInnis's views of what makes education environmental. An overview of environmental education characterizes it in several ways: pertains to natural and human environments, teaches problem solving and decision making skills, uses interdisciplinary and multidisciplinary approaches and, focuses on original sources (environments) instead of secondary sources (print materials). A discussion of problems related to the changing world and technology leads to the identification and explanation of seven reasons why education in general is failing, which in turn impacts on environmental education. These include: (1) too little appreciation of the parents' role in the educative process; (2) too little appreciation of early childhood education; (3) inadequate methods of developing the basic skills; (4) inadequate methods of providing for individual differences in children; (5) lack of sufficient cooperation between parents and teachers; (6) separating the process of preparation and achievement, and

(7) psychological misunderstanding of children's wants (needs). Finally, specific suggestions for conducting environmental education are presented. (DC)

ED214765 SE036453

Baroody, Arthur J.; Ginsburg, Herbert P.

The Effects of Instruction on Children's Understanding of the "Equals" Sign.

Pub Date Mar 82

Note-29p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 18-23, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Arithmetic; Cognitive Development; *Cognitive Processes; Educational Research; Elementary Education; *Elementary School Mathematics; Interviews; *Learning Theories; Mathematical Concepts; *Mathematics Curriculum; Mathematics Instruction; *Symbols (Mathematics)

Identifiers-*Equality (Mathematics); *Mathematics Education Research

Children appear to interpret the "equals" sign as an operator ("adds up to") not a relational ("the same as") symbol--e.g., viewing equations like 13 = 7 + 6 or 8 = 8 as senseless. This study, a natural experiment, examined the effects of long-term instruction emphasizing a relational definition of "equals." In a partially standardized clinical interview, first- through third-graders evaluated a variety of familiar and unfamiliar equation forms. The curriculum seemed effective in inducing a relational view of "equals." An operator interpretation was also clearly evident, but attributed to the cognitive factor of assimilation--not to relatively immutable (age-related) cognitive limitations. (MP)

ED214766 SE036454

Richardson, J. Jeffrey

Problem Solving Instruction for Physics.

Pub Date Mar 82
Note-35p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 18-23, 1982).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Cognitive Processes; *College Science; Higher Education; *Models; *Physics; *Problem Solving; Science Education; *Science Instruction; *Teaching Methods
Identifiers-Electrostatics; *Science Education Research

A domain-specific information processing model of problem solving behavior in elementary electrostatics was developed. Instruction based on this model was evaluated in a large university-level physics course. The experimental design utilized treatment and instructor as crossed factors. Dependent variables included a test of problem solving strategy comprehension, a test of problem solving skill, and a problem solving protocol score. Significant treatment group differences were found only for the comprehension test. Parallels between the content of the experimental treatment and (1) an instructor effect in the skill measure, and (2) an ability effect in the protocol measure, support the validity of the model developed. (Author)

ED214767 SE036458

Cline, Randall E.

Elements of the Theory of Generalized Inverses for Matrices.

Education Development Center, Inc., Newton, Mass.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date 79
Grant-SED76-19615 A02
Note-92p.; For related documents, see SE 036 459, SE 036 466, and SE 036 468-469.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*College Mathematics; Higher Education; *Instructional Materials; Learning Modules; *Mathematical Concepts; Mathematics Instruction; *Matrices; Problem Solving; *Proof (Mathematics); Supplementary Reading Materials; Textbooks; Undergraduate Study
Identifiers-*Matrix Operations; Properties (Mathematics)

This document is designed to provide a concise introduction to the theory of generalized inverses of matrices that is accessible to undergraduate mathematics majors. The approach used is to: (1) develop the material in terms of full-rank factorizations and to relegate all discussions using eigenvalues and eigenvectors to exercises, and (2) include an appendix of hints for exercises. In addition, the Moore-Penrose inverse of a matrix is introduced and its use in characterizing particular solutions to systems of equations is immediately explored before many of its algebraic properties are established. This is done to provide some motivation for considering generalized inverses before developing the algebraic theory. This material was originally assembled as lecture notes for senior seminars in mathematics at the University of Tennessee, and requires a knowledge of basic matrix theory as found in many current introductory texts. It is noted that it may be helpful to have a standard linear algebra textbook for reference, as fundamental definitions and concepts are used without the detailed discussion that would be included in a self-contained work. (MP)

ED214768 SE036459

Pfeiffer, Paul E.

Conditional Independence in Applied Probability.

Education Development Center, Inc., Newton, Mass.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date 79
Grant-SED76-19615-A02
Note-162p.; For related documents, see SE 036 458, SE 036 466, and SE 036 468-469.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*College Mathematics; Higher Education; *Instructional Materials; Learning Modules; *Mathematical Applications; Mathematical Concepts; *Probability; *Problem Solving; Supplementary Reading Materials; Textbooks

This material assumes the user has the background provided by a good undergraduate course in applied probability. It is felt that introductory courses in calculus, linear algebra, and perhaps some differential equations should provide the requisite experience and proficiency with mathematical concepts, notation, and argument. The document is divided into five major sections, each concluding with a set of exercises. The major parts are entitled: (A) Preliminaries; (B) Conditional Independence of Events; (C) Conditional Expectations; (D) Conditional Independence, Given a Random Vector; and (E) Markov Processes and Conditional Independence. The document includes three appendices, a brief list of references, and a presentation of selected answers, hints, and key steps. (MP)

ED214769 SE036460

Gooding, C. Thomas; Swift, J. Nathan
Modifying Teacher Questioning Behavior in Classroom Interaction.
Pub Date Feb 82
Note-21p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (West Palm Beach, FL, February, 1982). Contains occasional light type.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Educational Research; Elementary Secondary Education; Feedback; Instruction; Interaction; Middle Schools; *Questioning Techniques; Responses; *Science Education; *Science Instruction; Student Teacher Relationship; Teacher Education; Teacher Effectiveness; *Teaching Methods
Identifiers-*Science Education Research; *Wait Time
This project investigated the effects of increasing teachers' wait times on general questioning skills in science teaching. Variables were separated through the use of four treatment groups, each containing ten science teachers. Schools were randomly assigned to four treatment conditions from a subsampling of middle schools in a central New York state county. One group received instruction in wait time using a newly developed electronic feedback device that monitors the duration of

teacher and student pauses; a second received general questioning skills instruction; a third received both types of instruction; and a comparison group received no instruction of either type. Use of written materials on questioning produced only a slight increase in teacher wait times, but feedback devices caused significant increases. Interaction effects were found significant favoring those who had access to the devices without the additional complication of reading the written materials. Treatment effects were maximized at the project's fifth week, and diminished as the school year's end approached. The greatest behavior change noted in analysis was the increase in the amount of total classroom discussion time with active student participation. (MP)

ED214770 SE036461

Milby, T. H.

Changing Patterns of Limnology Literature, 1966-1976.

Pub Date [76]
Note-25p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Biology; *College Science; *Ecology; Higher Education; *Literature Reviews; Oceanography; *Periodicals; Science Education; *Scientific Research; Water Resources
Identifiers-*Limnology

Literature citations were analyzed to identify periodical literature used in the field of limnology. Journals published in four different countries during 1976 were selected as source journals of cited literature. The results of this analysis were compared to those of a similar study conducted in 1968 using conference proceedings as source journals for citations, to determine (1) if differences in citations exist based upon the choice of citing journals and (2) if changes have occurred in the literature during the intervening time period. The report concludes that most of the same titles appear in both studies, that a large and diverse body of literature is used by limnologists in support of their research, and that the literature needs of limnologists change over time. (Author/DC)

ED214771 SE036462

Finney, Ross L.

UMAP Modules: Final Report 1976-80.

Education Development Center, Inc., Newton, Mass.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date Jan 81
Grant-SED-7619615
Note-169p.; Contains occasional light type.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*College Mathematics; Higher Education; Learning Modules; Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; *Mathematics Materials; *Program Descriptions; *Undergraduate Study
Identifiers-*Modules and Monographs in Mathematics; *Undergraduate Mathematics and Applications Project

This document describes the program and activities of Modules and Monographs in Undergraduate Mathematics and Its Applications Project (UMAP) from July, 1976 through December, 1980. UMAP's twofold purpose has been to: 1) develop and disseminate self-contained modular materials in mathematics and its applications suitable for the undergraduate classroom, to help meet the increasing demand for professional education in mathematics; and 2) establish a self-sustaining consortium that will continue to produce materials after the initial period of funding by the National Science Foundation, and represent a broadly-based group of users and producers of such materials. The document notes all the major aspects of the project, and covers: Instructional Materials, Public Information Materials, Publication/Distribution, Resources to the Project, Consortium Development, Formative Evaluation, and Project Staff. Addenda provide: Chronology of Events; Sample Letters to Materials Developers; Modules-The UMAP Journal Editorial Board; List of Publications; Members-National Steering Committee; Members-Consortium Council; Information Materials-Subject Matter Panels; and Members-UMAP Central Staff. (MP)

ED214772 SE036463

Schaaf, William L.

The High School Mathematics Library. Seventh Edition.

National Council of Teachers of Mathematics, Inc., Reston, Va.
Report No-ISBN-0-87353-190-6
Pub Date 82
Note-84p.; For the sixth edition of this document, see ED 129 591.
Available from-National Council of Teachers of Mathematics, 1906 Association Drive, Reston, VA 22091 ($7.80, members and orders of 10 or more publications earn a 20% discount).
Document Not Available from EDRS.
Descriptors-Annotated Bibliographies; College Mathematics; Higher Education; Instructional Materials; Library Materials; *Library Planning; *Mathematical Enrichment; Mathematics Education; *Mathematics Instruction; Reference Materials; Secondary Education; *Secondary School Mathematics; Supplementary Reading Materials; *Teacher Education

This document was designed as a guide for the selection of library books for high school students of all levels of ability. It also contains materials dealing with the professional interests of students and teachers involved with mathematics in junior and community colleges.

The material is categorized into: (1) Expository Mathematics; (2) Foundation and Philosophy of Mathematics, Logic; (3) History and Cultural Evolution of Mathematics; (4) Biographies and Personalities; (5) Recreational Mathematics; (6) Science and Mathematics; (7) Arithmetic, Numeration, Computation; (8) Algebra, Calculus, Analysis; (9) Geometry; (10) Topology, Networks, Polyhedrons; (11) Theory of Numbers; (12) Probability, Statistics; (13) Metric Measures; (14) Computers and Calculators; (15) Programing, Automation, Computer Recreations; (16) Professional Books for Teachers; (17) Publications of the NCTM; (18) Publications of the Mathematical Association of America; and (19) Periodicals and Journals. An appendix provides a directory of publishers. (MP)

ED214773 SE036464

Hess, Adrien L.
Mathematics Projects Handbook. Second Edition.
National Council of Teachers of Mathematics, Inc., Reston, Va.
Report No-ISBN-0-87353-191-4
Pub Date 82
Note-46p.; For first edition of this document, see ED 204 112.
Available from-National Council of Teachers of Mathematics, 1906 Association Drive, Reston, VA 22091 ($3.25, members and orders of 10 or more earn a 20% discount).
Document Not Available from EDRS.
Descriptors-*Annotated Bibliographies; Discovery Learning; Junior High Schools; *Learning Activities; *Mathematical Enrichment; Mathematics Education; *Mathematics Instruction; Reference Materials; Resource Materials; Secondary Education; *Secondary School Mathematics; Student Motivation; *Student Projects; Teaching Methods
This updated handbook is designed as a guide for teachers and students in choosing and developing mathematics projects, from simple demonstrations of mathematical problems or principles that the teacher has assigned as classroom learning experiences to complex, sophisticated exhibits, intended for entries in fairs and competitions. The use of projects to arouse interest in mathematics is noted to have been slow to materialize in this country in spite of the growth of science fairs and renewed emphasis in mathematics since World War II and the Russian-American rivalry in space exploration. Presented are directions on developing a mathematics project, titles of projects displayed in the past, ideas for reports and projects, leading questions, unsolved problems, and outlines of general topics suitable at the junior and senior high school levels. In addition, the document contains an annotated bibliography of mathematics books and periodicals and provides the names and addresses of mathematics-oriented publishers and periodicals. This revision, besides updating the references, has an added section on calculators and mentions women in mathematics, amateur mathematicians, and the history of statistics. The section for ideas for reports and projects has also been expanded. (MP)

ED214774 SE036465

Mathematics for Georgia Secondary Schools.
Georgia State Dept. of Education, Atlanta. Office of Instructional Services.
Pub Date 81
Note-267p.
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-Curriculum Design; *Curriculum Development; *Curriculum Guides; *Guidelines; Guides; Instruction; *Mathematics Curriculum; Mathematics Instruction; Secondary Education; *Secondary School Mathematics; *State Curriculum Guides; Teaching Methods
Identifiers-*Georgia

This guide is primarily designed to help those who are concerned with improving mathematics education in Georgia schools. The format is intended to make planning a new mathematics curriculum easier at the local level and still leave designers free to develop courses which are best suited for their students. In addition to presenting an outline entitled, Steps for Developing a Secondary School Mathematics Curriculum, the document covers: Goals of Mathematical Learning; Problem Solving; Strategies for Mathematics Instruction; Evaluating Mathematics Learning--Topics, Objectives, and Courses; and Instructional Resources. The four appendices include: (A) Organizations for the Essentials of Education; (B) Position Paper on Basic Mathematical Skills of the National Council of Supervisors of Mathematics; (C) Recommendations for the Preparation of High School Students for College Mathematics Courses; and (D) Correlation of Georgia Statewide Basic Skills Test Indicator Clusters and Secondary School Mathematics Collection Objectives. The document concludes with a set of pamphlets on Careers in Mathematics, including teacher directions regarding duplication, distribution, and classroom use. (MP)

ED214775 SE036466

Brams, Steven J.

Spatial Models of Election Competition.

Education Development Center, Inc., Newton, Mass.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date 79
Grant-SED76-19615-A02
Note-94p.; For related documents, see SE 036 458-459 and SE 036 468-469.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*College Mathematics; *Elections; Game Theory; Higher Education; *Instructional Materials; Learning Modules; *Mathematical Applications; *Mathematical Models; Models; Operations Research; *Political Science; Supplementary Reading Materials; Textbooks

This document is addressed primarily to students in analytically oriented courses in political science and secondarily to students in mathematics courses in which applications and modeling are stressed. Except for one optional exercise and material in the appendix, only high school level mathematics is assumed. The emphasis is less on mathematical analysis and more on developing an appreciation for logical reasoning about elections and substantive problems encountered in their analysis. Some simple one-dimensional spatial models are developed with informal results derived and illustrated using rudimentary mathematics. A brief, more formal development of two theorems using elementary calculus is given in the appendix. (MP)

ED214776 SE036467

Silvey, Linda, Ed.; Smart, James R., Ed.
Mathematics for the Middle Grades (5-9). 1982 Yearbook.
National Council of Teachers of Mathematics, Inc., Reston, Va.
Report No-ISBN-0-87353-192-2
Pub Date 82
Note-246p.
Available from-National Council of Teachers of Mathematics, 1906 Association Dr., Reston, VA 22091 ($13.75, members or orders of 10 or more copies earn a 20% discount).
Document Not Available from EDRS.
Descriptors-Educational Games; Elementary Secondary Education; Instruction; *Junior High Schools; *Learning Activities; *Mathematics Curriculum; *Mathematics Education; *Mathematics Instruction; *Middle Schools; Problem Solving; Student Motivation; Teaching Methods

This yearbook for teachers of mathematics in grades 5-9 contains three sections: (1) critical issues; (2) learning activities; and (3) games, contests, and student presentations. The first section includes articles on sex-related differences, learning disabled students, computer literacy, mental arithmetic, rational numbers, and problem solving. In the second section are suggestions for a multidisciplinary unit, outdoor activities, mapping, geometry, spatial visualization, large numbers using calculators, decimals, using newspapers, using sports cards, taking an opinion poll, using graphics to display statistics, problem solving, and equation-solving skills. The last section presents games to teach fraction ideas, scientific notation, and algebraic concepts; and articles on planning a tournament, carnival, and fair. (MP)

ED214777 SE036468

Straffin, Philip D., Jr.
Topics in the Theory of Voting.
Education Development Center, Inc., Newton, Mass.
Spons Agency-National Science Foundation, Washington, D.C.
Report No-ISBN-3-7643-3017-1
Pub Date 80
Grant-SED76-19615-A02
Note-78p.; For related documents, see SE 036 458-459, SE 036 466, and SE 036 469.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*College Mathematics; Higher Education; Instructional Materials; *Mathematical Applications; Mathematical Enrichment; *Political Science; *Problem Solving; *Supplementary Reading Materials; Textbooks; Undergraduate Study; *Voting
Identifiers-*Social Choice Theory; Word Problems
The goal of this material is to explore some aspects of social choice theory that are thought to have potential usefulness in the practical design of decision-making procedures. The document is divided into three chapters: (1) Power in Voting Bodies; (2) Voting Methods for More Than Two Alternatives; and (3) Recent Approaches to Voting Using Intensities of Preference. Each chapter contains a problem section, bibliographic notes, and a list of references. The material concludes with answers to selected problems. (MP)

ED214778 SE036469

Frauenthal, James C.

Introduction to Population Modeling.

Education Development Center, Inc., Newton, Mass.
Report No-ISBN-3-7643-3015-5
Pub Date 80
Note-197p.; For related documents, see SE 036 458-459, SE 036 466, and SE 036 468.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Biological Sciences; *College Mathematics; College Science; Ecology; Higher Education; Instructional Materials; *Mathematical Applications; Mathematical Enrichment; *Mathematical Models; Models; Population Education; *Problem Solving; *Supplementary Reading Materials; *Textbooks; Undergraduate Study
Identifiers-*Differential Equations; Word Problems

The focus is on the formulation and solution of mathematical models with the idea of a population employed mainly as a pedogogical tool. If the biological setting is stripped away, the material can be interpreted as topics or the qualitative behavior of differential and difference equations. The first group of models investigate the dynamics of a single species, with particular interest in the consequences of treating time and population size in discrete and continuous terms. The second group study is the interaction of two or more species. A final section on complexity and stability attempts to summarize one of the basic questions in ecology using many of the developed ideas. At the conclusion of each topic, problems are provided to provide practice with mathematical concepts and techniques and an annotated list of references is also given at these points in the material. The document concludes with solutions to problems. (MP)

ED214779 SE036470

Hurd, Paul DeHart; And Others

The Status of Middle School and Junior High School Science, Volume II: Technical Report.

Biological Sciences Curriculum Study, Louisville, Colo. Center for Educational Research and Evaluation.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date Dec 81
Grant-NSF-SED-8015816
Note-322p.
EDRS Price - MF01/PC13 Plus Postage.
Descriptors-Curriculum Development; *Educational Research; Elementary Secondary Education; *Junior High Schools; *Middle Schools; Science Curriculum; *Science Education; *Science Instruction
Identifiers-*Science Education Research

It is noted that much of what is known about middle and junior high schools is extrapolated from data on elementary or secondary schools. This study is designed as a systematic review of the current status of science teaching at these levels in the United States as a foundation from which curriculum modifications can be reasonably undertaken. The document contains the following sections: (1) The Middle School, Its Philosophy and Rationale; (2) Analysis of Major Committee Reports with Respect to Middle and Junior High School Science; (3) Analysis of Middle and Junior High School Science Programs; (4) Research Studies of Science Instruction in Middle and Junior High Schools; (5) Innovative and Exemplary Science Programs; and (6) A Context for Science Education: A Conceptual Framework for the English and Beyond. (MP)

ED214780 SE036471

Souviney, Randall J.

School Maths in Papua New Guinea.

Pub Date Feb 82
Note-63p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 18-23, 1982). Not available in paper copy due to marginal legibility of original document.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Cognitive Development; *Curriculum Development; Educational Research; Elementary Education; *Elementary School Mathematics; Language Skills; Mathematical Concepts; *Mathematics Achievement; *Mathematics Curriculum; *Mathematics Instruction; *Problem Solving; Textbooks
Identifiers-*Mathematics Education Research; Papua New Guinea

An evaluation of the community school mathematics program at five sites involved developing trial instructional materials, inservice training, and careful monitoring of implementation over six weeks. English and mathematics achievement instruments and cognitive development measures were administered to 201 pupils in grades two, four and six. Mathematics and language achievement varied significantly between sites. Students at all grades exhibited poor application problem solving skills, but computation, measurement and mathematical language abilities were superior to previously reported results. Mathematics achievement correlated highly with English reading and conservation and classification competence. Correlation between mathematics achievement and memory measures decreased from grades two to six, while correlations with measures of language and cognitive development tended to increase. Among the conclusions, a view is expressed that a locally developed textbook with an appropriate language load would enhance mathematics learning, particularly in remote rural areas where current teaching conditions and lack of materials interact with poor English skills to create an imbalance in achievement. (MP)

ED214781 SE036472

Rachal, Janella

Status Assessment: Act 685-Balanced Treatment for Creation-Science and Evolution-Science.

Louisiana State Dept. of Education, Baton Rouge.
Pub Date Nov 81
Note-36p.; Appendices contain light and broken type.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Creationism; Elementary School Science; Elementary Secondary Education; *Evolution; *Science Education; Secondary School Science; *State Departments of Education; *State Legislation; *State Surveys
Identifiers-*Louisiana

In 1981, the Louisiana Legislature passed Act 685 which requires all public schools to provide balanced instruction for creation-science and evolution-science beginning with the 1982-83 school year. In an effort to determine the role of the State Department of Education in assisting the local education agencies in implementing this act, a task force was appointed and a 19-item questionnaire was sent to local superintendents (N=66) to obtain information related to four major research questions.

Summarized in this document are the findings of the study and recommendations for future direction. The report concludes among other findings, that superintendents have limited knowledge of Act 685, have received few inquiries about the act, believe that few teachers address either theory, and lack funding for implementation. (DC)

ED214782 SE036473

Halasa, Ofelia

1981 Kuwait Summer Students Training Program, Secondary Component. An Evaluation Report.

Kuwait Inst. for Scientific Research, Safat.
Pub Date Jul 81
Note-17p.; Contains occasional light type.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Chemistry; Computer Science; Electronics; Foreign Countries; Physics; *Program Evaluation; Science Education; Secondary Education; *Secondary School Science; Secondary School Students; *Summer Science Programs
Identifiers-*Kuwait

An eight-week summer science program was designed to create and encourage interest in science among outstanding secondary school students from different geographic areas of Kuwait. Opportunities were provided for students to: (1) engage in hands-on science activities; (2) work in laboratories in one of three research areas (chemistry; physics/electronics; and computer science); and (3) become familiar with science careers. In addition to these objectives, the first part of this report includes criteria for selecting and characteristics of participants, program activities, and a summary of program operations. Findings related to attainment of program objectives and program strengths/weaknesses are discussed in the second section and summarized in the third. Based on the results of questionnaires, formal/informal interviews, and staff impressions/observations, it was concluded that the program was successful in generating interest in science among the 40 participants. The major strength of the program was concluded to be its designed activities and organizational structure. Weaknesses included scheduling of selected activities, shortness of the 8-week program, need for mature supervisors, and quality of cafeteria food. Supporting data are provided in an appendix. (SK)

ED214783 SE036474

Schey, Harry M.; And Others
UMAP Modules-Units 60-62, 67, 68, 70.
Education Development Center, Inc., Newton, Mass.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date 80
Grant-SED76-19615; SED76-19615-A02
Note-136p.; Contains occasional light type.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Biological Sciences; *Calculus; *College Mathematics; Economics Education; Genetics; Higher Education; Instructional Materials; *Learning Modules; *Mathematical Applications; Mathematical Enrichment; Mathematical Models; Population Growth; *Problem Solving; *Supplementary Reading Materials
Identifiers-Nervous System
The first three units in this set of mathematical applications cover applications of calculus to economics. Under the title, The Distribution of Resources, are the following: 60-The Lorenz Curve; 61-The Equal Share Coefficient; and 62-The GINI Index. Each of these units contains a set of exercises, a model exam, and answers to both the exercises and exam. The second three units cover biological applications of calculus. This includes: 67-Modeling the Nervous System-Reaction Time and the Central Nervous System; 68-Population Growth and the Logistic Curve; and 70-Selection in Genetics. All three contain problem exercises and answers to at least some problems. All six of the units are intended as supplementary enrichment material for undergraduate students. (MP)

ED214784 SE036475

Horelick, Brindell; And Others
UMAP Modules-Units 71, 72, 73, 74, 75, 81-83, 234.
Education Development Center, Inc., Newton, Mass.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date 80
Grant-SED76-19615; SED76-19615-A02
Note-213p.; Contains occasional light type.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Calculus; Chemistry; *College Mathematics; Economics Education; Higher Education; *Instructional Materials; *Learning Modules; *Mathematical Applications; Mathematical Enrichment; Mathematical Models; Mathematics Instruction; Medical Education; Medicine; *Supplementary Reading Materials; Undergraduate Study
Identifiers-Radioactivity

The first four units cover aspects of medical applications of calculus: 71-Measuring Cardiac Output; 72-Prescribing Safe and Effective Dosage; 73-Epidemics; and 74-Tracer Methods in Permiability. All units include a set of exercises and answers to at least some of the problems. Unit 72 also contains a model exam and answers to this exam. The fifth unit in this set covers applications to economics: 75-Feldman's Model. This mathematical model describes the behavior over time of a two-sector economy in which sectoral investment allocations are controlled by a central authority according to an overall economic plan. The unit

includes exercises and answers. The next three modules focus on Graphical and Numerical Solution of Differential Equations: 81-Problems Leading to Differential Equations; 82-Solving Differential Equations Graphically; and 83-Solving Differential Equations Numerically. The three-unit group contains a total of five quizzes and one exam, and answers are provided for all in appendices. The last unit covers applications of calculus to chemistry: 234-Radioactive Chains-Parents and Daughters. (MP)

ED214785 SE036476

Cannon, Raymond J.
UMAP Modules-Units 84-88.
Education Development Center, Inc., Newton, Mass.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date 78
Grant-SED76-19615
Note-139p.; Contains occasional light type.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*College Mathematics; Functions (Mathematics); Higher Education; Instructional Materials; *Learning Modules; *Mathematical Applications; Mathematical Concepts; *Problem Solving; Secondary Education; Secondary School Mathematics; Supplementary Reading Materials; Textbooks; Undergraduate Study
Identifiers-Exponentiation (Mathematics); Heuristics
This document is designed to help the user recognize problems which can be solved by use of the exponential function, to show a wide variety of such problems, and to teach how to actually solve them. The material is divided into five individual units, numbered and labeled as follows: 84-Recognition of Problems Solved by Exponential Functions; 85-Exponential Growth and Decay; 86-Development of the Function y equals the quantity A times e to the power of C times x; 87-Numerical Approximations to y equals e to the x; and 88-How to Solve Problems Involving Exponential Functions. Each unit includes a series of exercises, an answer key, a model exam, and answers to the exam. (MP)

ED214786 SE036477

Keller, Mary K.; And Others
UMAP Modules-Units 105, 107-109, 111-112, 158-162.
Education Development Center, Inc., Newton, Mass.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date 80
Grant-SED76-19615; SED76-19615-A02
Note-253p.; Contains occasional light type.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Calculus; *College Mathematics; Higher Education; Instructional Materials; *Mathematical Applications; Mathematical Enrichment; Mathematical Models; *Matrices; Supplementary Reading Materials; *Trigonometry; Undergraduate Study
Identifiers-*Integration (Mathematics)
This collection of materials includes six units dealing with applications of matrix methods. These are: 105-Food Service Management; 107-Markov Chains; 108-Electrical Circuits; 109-Food Service and Dietary Requirements; 111-Fixed Point and Absorbing Markov Chains; and 112-Analysis of Linear Circuits. The units contain exercises and model exams, with answers to at least some exercises and to all test questions. This document set also contains four sections on derivatives of trigonometric functions: 158-Challenge Problems; 159-Formulating Conjectures About the Derivatives; 160-Verifying Conjectures About the Derivatives; and model exams and answers to these test problems. The final module included is 162-Determining Constants of Integration. Exercises and problem solutions are included in this unit. (MP)

ED214787 SE036478

Schoenfield, Alan H.; And Others
UMAP Modules-Units 203-211, 215-216, 231-232.
Education Development Center, Inc., Newton, Mass.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date 80
Grant-SED76-19615; SED76-19615-A02
Note-382p.; Contains occasional light type.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Biology; Calculus; Chemistry; *College Mathematics; Economics; Engineering; Geography; Harvesting; Higher Education; *Learning Modules; *Mathematical Applications; Mathematical Models; Medicine; Physics; *Problem Solving; Social Sciences; Supplementary Reading Materials; Topology
Identifiers-*Integration (Mathematics); *Linear Algebra
One module is presented in units 203, 204, and 205, as a guide for students, and presents a general strategy for solving integrals effectively. With this material is a solutions manual to exercises. This document set also includes a unit featuring applications of calculus to geography: 206-Mercator's World Map and the Calculus. Unit 207-Management of A Buffalo Herd, features a Leslie-type model covering applications of linear algebra to harvesting. Two units include applications of linear algebra to economics: 208-Economic Equilibrium-Simple Linear Models, and 209-General Equilibrium-A Leontief Economic Model. Unit 210-Vicous Fluid Flow and the Integral Calculus, contains applications of calculus to engineering. Module 211-The Human Cough, views calculus applications to physics, biological, and medical sciences. Social science applications of calculus are viewed in

215-Zipf's Law and His Efforts to Use Infinite Series in Linguistics. Unit 216-Curves and their Parametrization, and 231-The Alexander Horned Sphere, focus on introductory topology. Finally, 232-Kinetics of Single Reactant Reactions, views calculus applications to chemistry. (MP)

ED214788 SE036479

Horelick, Brindell; Koont, Sinan
UMAP Modules-Units 240-242, 251.
Education Development Center, Inc., Newton, Mass.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date 79
Grant-SED76-19615
Note-84p.; Contains occasional light type.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Calculus; *College Mathematics; Higher Education; Instructional Materials; *Learning Modules; *Mathematical Applications; Mathematical Enrichment; Mathematical Models; Physiology; Probability; Problem Solving; Proof (Mathematics); Psychology; Supplementary Reading Materials; *Visual Perception
Identifiers-Irrational Numbers; *Pi (Mathematics)
Three of the modules deal with applications of calculus to other mathematics. These are: 240-Pi is Irrational; 241-The Wallis Approximation of Pi; and 242-Buffon's Needle Experiment. The first of these units focuses on a proof of the irrational nature of pi, and provides exercises and answers. The second module of this group reviews the history of attempts to calculate pi, and leads to a discussion of sequences in the Wallis formula, as originally discovered by the English mathematician John Wallis in about 1650. The third unit covers a "fun and games" method of approximating pi using needle tosses. The module gives a brief review of aspects of probability prior to discussing details of the experiment. A fourth unit in this document set focuses on applications of calculus to physiology and psychology: 251-A Strange Result in Visual Perception. The module describes an experiment on the process by which the eye sees bright light, and reviews the physiological background of eyes. A model is shown to predict seemingly paradoxical results. Exercises are presented at the conclusion to encourage further thought. Answers to these problems are included. (MP)

ED214789 SE036491

Welling, Lawrence G.

Coordination of NSF Projects in the Area of Continuing Education for Scientists and Engineers.

Battelle Memorial Inst., Columbus, Ohio. Columbus Labs.
Spons Agency-National Science Foundation, Washington, D.C.

Pub Date Nov 81
Grant-NSF-SED-81-09985
Note-76p.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-College Science; *Continuing Education; *Coordination; Engineering Education; Engineers; Higher Education; *Needs Assessment; *Program Evaluation; *Research Projects; Rural Areas; Science Education; Scientists
Identifiers-*Battelle Memorial Institute OH; *National Science Foundation

In October 1978, the National Science Foundation (NSF) initiated five studies of the continuing education of scientists and engineers employed in small, geographically dispersed industry. Following the award of these studies NSF requested Battelle, one of the award recipients, to assist in coordinating the five projects. This report briefly describes: (1) the objectives and scope of and the rationale for the coordination effort (to maintain and promote communication between directors of the respective projects and to promote agreement on common definitions or other issues affecting the general area of continuing education under consideration); (2) the five awarded studies; (3) the coordination activities; and (4) conclusions and recommendations regarding future work in the area. It was suggested that, in future endeavors, NSF utilize the "standardization of methodology" approach or "technical direction" approach in lieu of mere coordination of issues and definitions, since either approach would likely result in greater comparability of results. Included in appendices are the coordination agreement with Battelle, documents related to establishing the coordination meeting, topics for discussion, press release, Battelle's survey instruments, and a bibliography in the area of continuing education. (Author/SK)

ED214790 SE036493

Zemp, John W.

A Model Continuing Education Needs Assessment/Response System in Science and Engineering. Summary Report.

Charleston Higher Education Consortium, NC.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date Jun 81
Grant-NSF-SED-78-21851
Note-48p.; Contains occasional light and broken type.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Chemistry; *College Science; *Consortia; *Continuing Education; *Engineering Education; Higher Education; *Industry; *Models; *Needs Assessment; Questionnaires; School Business Relationship; Science Education
Identifiers-National Science Foundation

The Charleston Higher Education Consortium (CHEC), which includes all postsecondary institutions in the tri-county area of Charleston, suggested that a need existed for improving the local capacity of educational providers (particularly colleges and universities) and industries by conducting reliable assessments of the continuing education needs of industrial scientists and engineers and by designing appropriate follow-through responses. Therefore, a multi-college, multi-industry system was devised, tested and disseminated that offered a model of comprehensive needs assessment and coordinated follow-through procedures. In addition to the rationale for the project, the first part of this report includes a summary of the project's activities for 1978-1980. The second part of the report includes documents related to the project including (1) initial management survey; (2) follow-up management interview; (3) employee survey; (4) recommendations report; and (5) outcomes survey. (Author/SK)

ED214791 SE036495

Walcott, Phyllis B.

Black Scientists and Inventors in the United States: 1731-1980. Curriculum Guide: Department of Science, Cambridge Rindge and Latin School.

Pub Date Sep 80
Note-19p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Activity Units; Biographies; *Black Achievement; Blacks; Field Trips; High Schools; *Inventions; Role Playing; *Science Curriculum; Science Education; Science History; Science Instruction; *Scientists; *Secondary School Science; United States History; *Units of Study

Four units focusing on 16 different Black scientists or inventors who have contributed to American life and research are presented. As part of an interdisciplinary high school science course, the units are designed to help students develop an understanding of and appreciation for the talents of the individuals studied, motivate minority students to develop a positive self image, and help all students grasp an appreciation for these undiscovered geniuses. Each unit provides a brief biographical sketch of the four people to be studied, a drawing of each of their faces, suggestions for student and teacher activities, and evaluation procedures. Activities include role playing, simulations, interviews, field trips, research, and individual and group work. A bibliography is provided. (DC)

ED214792 SE036497

Temple, Bonnie K.

Cape Hatteras Lighthouse, Project CAPE Teaching Module, Publication 3-4a.

Dare County Board of Education, Manteo, N.C.
Pub Date Feb 82
Note-84p.
Available from-Project CAPE, Dare County School Board, P.O. Box 640, Manteo, N.C. 27954. $3.00, and $2.50 Color Filmstrip.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Elementary Education; *Elementary School Science; *Environmental Education; Grade 3; Grade 4; *Interdisciplinary Approach; *Learning Activities; *Navigation; Oceanography; *Science Activities; Science Education
Identifiers-Cape Hatteras Lighthouse; Marine Education

Twelve interdisciplinary lessons with supplementary materials for grades three and four comprise this teaching guide about the Cape Hatteras Lighthouse. An introduction explains how the lighthouse is threatened by erosion, alternatives for saving it, the need for the lighthouse, and its history. Each lesson includes subject area, skills, lesson concepts, competency goals, objectives, materials, background information, teacher preparation, procedures for student activities and enrichment activities. The lighthouse, seashore, shipwrecks, sand dunes, lifesaving, and weather are explored through art, reading, writing, map skills, demonstrations, simulations, acting, and math skills. (DC)

ED214793 SE036498

Johnson, David R.; Margenau, James R.

Mathematics Contests: A Handbook for Mathematics Educators.

National Council of Teachers of Mathematics, Inc., Reston, Va.
Report No-ISBN-0-87353-187-6
Pub Date 82
Note-94p.
Available from-National Council of Teachers of Mathematics, 1906 Association Drive, Reston, VA 22091 ($5.00, Members and orders of 10 or more earn a 20% discount).
Document Not Available from EDRS.
Descriptors-Educational Planning; Elementary Secondary Education; *Enrichment Activities; *Guidelines; Higher Education; Mathematical Enrichment; *Mathematics Education; *Planning; *Program Development; Student Motivation; *Testing
Identifiers-Contests; *Mathematics Contests

This handbook is designed to provide guidance for organizing and conducting mathematics contests so that all students can have the opportunity to participate profitably in competitive mathematics activities. A wide variety of competitions is described that have been designed for mathematics students of all ages. The distinctions and advantages of each type are outlined. General and specific procedures

for including a mathematics competition at a school are presented. Existing mathematics contests, field days, and leagues, along with contact persons, are listed by each National Council of Teachers of Mathematics (NCTM) region. Appendices present samples of award certificates, invitations, rules, and contest questions. (MP)

ED214794 SE036499

Energy Use and the Environment. Concepts & Activities for the Classroom: Mathematics Module. Environmental Education Supplementary Instructional Guide.

Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.

Pub Date Sep 80

Note-224p.; Contains colored pages which may not reproduce well.

EDRS Price - MF01/PC09 Plus Postage.

Descriptors-Concept Formation; *Conservation Education; *Energy; *Energy Conservation; *Environmental Education; Interdisciplinary Approach; *Learning Activities; Mathematics Education; Secondary Education; *Secondary School Mathematics

Identifiers-*Energy Education; Hawaii

As part of a comprehensive, interdisciplinary environmental education program for elementary and secondary education in Hawaii, this teaching guide provides a variety of energy education activities for secondary school mathematics. An extensive introduction outlines the total program and how it fits into the general education program and explains how to use the teaching guide which is organized around 15 core themes: energy fundamentals, evolution of energy, energy today, conservation, human dimensions, alternatives, storage and transmission systems, transportation, environmental and ecological considerations, cost, energy versus population versus food, interdependence, self-sufficiency, appropriate technology, and future perspectives. Background information is provided for each theme with related objectives and concepts. In addition a list of activities and vocabulary are given. Some of the suggested activities are presented in an elaborated form indicating subject, grade, themes, objectives, concepts, competencies, other related objectives, materials, and activity and follow-up procedures. A bibliography concludes the manual. (DC)

ED214795 SE036500

Stewart, William L.; Friedman, Norman W.

Problems of Small, High-Technology Firms. Special Report.

National Science Foundation, Washington, D.C. Div. of Science Resources Studies.
Report No-NSF-81-305
Pub Date Dec 81
Note-41p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Development; Financial Problems; Government Role; *Industry; Innovation; *National Surveys; Personnel; *Problems; *Scientific Research; Technological Advancement; *Technology
Identifiers-Research and Development; *Small Businesses

Although small, high-technology firms contribute greatly to major scientific and technical innovations, their potential impact is hindered by financial, personnel, regulatory and other problems. In 1977, the National Science Foundation conducted a survey of firms (N=1,232) presumed to be active in research and development (R&D) and sponsored several in-depth follow-up interviews of company executives (N=71) to better assess the nature and extent of these problems. Eleven problem areas were identified. An underlying factor in most of these was lack of funding. More than half of the surveyed firms indicated that each of the problems (except patenting and licensing) was of major concern. Four areas were identified as major concerns by two-thirds of the firms: providing competitive salaries and benefits, maintaining R&D work at adequate levels, dealing with procurement regulations, and obtaining venture and/or working capital. The appendices provide technical notes, statistical tables, and the survey instruments from the study. (DC)

ED214796 SE036866

Anderson, Norman D.

The Preparation of High School Science Teachers in North Carolina: Baseline Data for the 1980's. Science Education Report.

North Carolina State Univ., Raleigh. Dept. of Mathematics and Science Education.
Pub Date Sep 81
Note-11p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Biology; *Chemistry; Higher Education; High Schools; *Physics; Science Education; *Science Teachers; *Secondary School Science; State Surveys; Teacher Certification; *Teacher Education; Teacher Qualifications; Teacher Salaries
Identifiers-North Carolina; *Science Education Research

From 1968 to 1970, three separate studies of North Carolina science teachers were conducted in the areas of biology (N=177), chemistry (N=101), and physics (N=71). The three studies shared three major purposes, to determine: the academic preparation of the science teachers being investigated, (2) the relationship between the level of academic preparation and school size, and (3) the relationship between the level of academic preparation and the amount of supplement to the state salary schedule paid by the employing school district. A fourth study of advanced high school biology teachers (N=100) was conducted: (1) to

determine the academic preparation of advanced biology teachers and other factors such as teaching loads and years of experience and (2) to compare the preparation of teachers of advanced biology with that of teachers of tenth-grade biology. Results of these studies are summarized in this document. Comments and recommendations are made in four areas: teacher certification, teacher preparation programs, school practices, and future research. (Author/DC)

ED214797 SE036982

Lazarowitz, Reuven; And Others

Reasons Why Elementary and Secondary Students Do and Do Not Like Science.

Spons Agency-Utah State Board of Education, Salt Lake City.
Pub Date 14 Apr 81
Note-21p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Educational Research; Elementary Education; *Elementary School Science; Science Curriculum; *Science Education; Science Instruction; Secondary Education; *Secondary School Science; *Student Attitudes
Identifiers-*Science Education Research; *Utah

Two major questions investigated were: (A) Why do elementary and secondary students in Utah like science subjects; and (B) Are there any differences in reasons why students like science subjects related to type of school, age of students, and student gender. The investigation included roughly 2,000 pupils evenly distributed from grades six through twelve. Students were told to list up to five science subjects they were interested in, and to choose from a list of 18 reasons provided to indicate why they liked or were interested in a subject. Pupils were also asked to think of a science subject they did not like, and to give a reason. A total of 1,855 pupils indicated they liked at least one science subject, while 802 indicated a dislike for a course. Among the results, the survey showed 87% of those who liked at least one science subject area gave liking to go outdoors as the main reason. Liking to see things live and grow was second at 71%. Of those who listed a dislike, the major reason given was related to a teacher as a person and his/her ways of teaching, as noted by 33% of this group. (MP)

ED214798 SE037042

Casserly, Patricia L.; Rock, Donald

Factors Related to Young Women's Persistence and Achievement in Advanced Placement Mathematics.

Educational Testing Service, Princeton, N.J.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date 31 Oct 80
Grant-NIE-G-77-0064
Note-104p.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Advanced Placement; *Advanced Placement Programs; *Educational Research; *Females; Learning Theories; *Mathematics Achievement; Mathematics Instruction; Secondary Education; *Secondary School Mathematics; *Sex Differences; Sex Role; Student Attitudes
Identifiers-Advanced Placement Examinations (CEEB); *Mathematics Education Research

The project was designed to study factors within secondary schools that tend to affect young women's enrollment, perseverance, and achievement in extensive programs in mathematics, since mathematics is the "critical filter" to entrance and advancement in an increasing number of academic and professional fields. A sample of eight high schools that had a significant number of advanced placement (AP) mathematics candidates was chosen; with two selected to represent each of the following patterns: (A) high participation by females in AP classes and taking the AP examination; (B) high female participation in AP classes, low proportion taking the exam; (C) average female participation in AP classes, with high proportion taking the AP exam; and (D) average female AP class participation, average or low proportion taking the examination. Among the results, the questionnaires and interviews were seen to confirm the importance of AP and other mathematics teachers as counselors and mentors in the lives of students. Further, both the male and female students sampled tended to regard discouragement as a challenge to be overcome by extra effort. (MP)

ED214799 SE037051

Massey, Tom E.; McCall, Peter T.

The P.K. Yonge Basic Mathematics Computation Skills System: A Program of Individualized Instruction with an Emphasis on Discrete Elements of Computation Skills. Research Monograph No. 33.

Florida Univ., Gainesville. P. K. Yonge Lab. School.
Pub Date 80
Note-37p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Basic Skills; *Computation; Educational Research; Elementary Secondary Education; Individualized Instruction; *Mathematics Curriculum; *Mathematics Education; *Mathematics Instruction; Middle Schools; *Program Descriptions; Program Design
Identifiers-*Mathematics Education Research

A program is described that was developed, implemented, and evaluated at the P.K. Yonge Laboratory School at the University of Florida. It was designed to help middle school students to increase competencies in basic computation. The nine criteria guiding development were: 1) individualized instruction; 2) greater student responsibility for learning; 3) positive reinforcement for student successes; 4) computation skills basic to developing skills for living; 5) procedures to assist in focusing student and teacher on one skill at a time; 6) a records system; 7) instruction sequence from easy to difficult; 8) design for ready incorporation into existing programs; and 9) compatibility with minimum performance standards in Florida Department of Education basic skills. The program was designed to be individual and self-paced, with pupils primarily responsible for determining when they have acquired sufficient skill to demonstrate mastery. The program was tested with the sixth, seventh, and eighth-grade classes during 1978-79. In general, pupils obtained positive changes in grade equivalent scores of more than one year. It was felt the results were sufficiently positive to warrant examination of use of the system in public schools. (MP)

ED214800 SE037052

A Guide to Curriculum Development in Mathematics.
Connecticut State Dept. of Education, Hartford. Bureau of Elementary and Secondary Education.
Pub Date 81
Note-115p.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Curriculum Design; *Curriculum Development; Elementary Secondary Education; Guidelines; *Mathematics Curriculum; *Mathematics Education; *Mathematics Instruction; State Curriculum Guides
Identifiers-Connecticut; *Connecticut State Department of Education

This guide is intended as a source of ideas, procedures and suggestions for curriculum committees and developers wrestling with the planning, implementation, evaluation, and/or revision of kindergarten through grade 12 mathematics programs. It attempts to provide answers to questions which arise during the curriculum development process, and is divided into two major parts. The first, Developing a Mathematics Curriculum, contains: (1) An Overview; (2) The Mathematics Curriculum Guide; (3) Philosophy and Goals; (4) Design and Implementation; (5) Meeting Individual Student Needs; and (6) Student and Program Evaluation. Part II, Mathematics Curriculum Content, has: (7) The K-8 Program; (8) The 9-12 Program; and (9) Interdisciplinary Considerations. A large number of appendices provide detailed supportive information. (MP)

ED214801 SE037075

Manitoba Mathematics Assessment Program, 1981. Final Report.
Manitoba Dept. of Education, Winnipeg.

Pub Date 81
Note-96p.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Academic Achievement; *Educational Research; Elementary Secondary Education; Evaluation; *Mathematics Achievement; Mathematics Curriculum; *Mathematics Education; Mathematics Instruction; *Performance; Teacher Attitudes
Identifiers-Manitoba; *Manitoba Mathematics Assessment Program 1981; *Mathematics Education Research

This document contains conclusions, recommendations, a summary of results, and interpretations of the 1981 Mathematics Assessment Program. The Assessment Program involved the production of achievement tests and teacher questionnaires for the third, sixth, ninth, and twelth-grade students. These were a test related to general mathematics skills, and tests reflecting the Mathematics 300 and Mathematics 301 courses. Performance in Measurement and Geometry was disappointing across all grade levels. Grade three showed satisfactory performance on whole number computation in addition and multiplication, but was weak on inverse operations of subtraction and division. Interpretation of bar graphs, linear measurement, and nonnumerical geometry was well done, while numerical applications in geometry caused difficulty. Major findings are also listed for grades six, nine, and the three testing levels of grade twelve. Detailed analysis and discussion of sample problems are presented in discussions of each testing group, and aspects of the teacher survey results are included. (MP)

ED214802 SE037084

Audeh, Ghazi Rifat

A Longitudinal Study of Science Curriculum and Practices in Elementary Schools in 10 States (1970-1980).

Pub Date 82
Note-426p.
EDRS Price - MF01/PC18 Plus Postage.
Descriptors-*Educational Change; Educational Trends; Elementary Education; *Elementary School Science; *Longitudinal Studies; Principals; Science Consultants; *Science Curriculum; Science Education; *Science Instruction; *Science Teachers; Teacher Attitudes; Teacher Characteristics
Identifiers-*Science Education Research

This longitudinal study was designed to: (1) identify the current status of elementary science teaching and characteristics of science teachers in a sample of 100 public elementary schools (K-6) that participated in a 1970 study; (2) investigate certain changes in the foregoing since 1970; (3) identify principal's and teacher's attitudes (perceptions and feelings) toward change in science programs and practices and toward certain aspects related to elementary science education; and (4) determine if there were relationships between the level of state control of education measured by a School Centralization Score and selected variables. Principals and three randomly selected teachers from 10 schools in 10 states participated in the study. Data were gathered by using three instruments administered to each respondent. Findings supported those of other national studies with respect to level of teacher preparation; no improvement in science content background or in teachers' instructional methodology were reported. A trend toward less use and less availability of consultants seemed to be taking place. Less emphasis on science appeared to be given in 1980. Although some changes were made, the majority of schools had not substantially changed their science teaching practices during the past decade (1970-1980). (Author/JN)

ED214803 SE037085

DeBlasi, Robert V.

Conference Model: Guidelines...for Science Supervisors on How to Conduct a Successful Leadership Conference.

National Science Supervisors Association, Washington, D.C.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date Mar 82
Grant-NSF-79-09594
Note-37p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Conferences; Elementary Secondary Education; *Guidelines; Higher Education; Meetings; Models; *Planning; *Science Education; *Science Supervision; Workshops
Identifiers-National Science Foundation

Guidelines of a four-phase model for conducting leadership conferences are outlined. Phase I focuses on initial conference planning, including (1) identifying need and purpose for the conference; (2) selecting a conference chairperson; (3) forming the conference planning committee, listing suggested committees and their responsibilities (program, brochure and application, participant selection, registration, publicity, finance, vendors, facilities, and evaluation committees); and (4) convening the conference planning meeting, including reviewing the purpose of the conference, identifying clientele, selecting conference dates and facility (advantages and disadvantages of hotels/motels; convention/conference centers; resorts, retreats, lodges, and parks; schools, colleges, and community centers), developing conference objectives, conducting a needs assessment, formulating a conference program, setting committee assignments, establishing a time line, and wrapping up the session. Phase II focuses on interim conference planning, providing guidelines related to the 9 previously named committees. Activities during the conference itself are discussed in Phase III and Phase IV and post-conference activities in Phase IV. A

list of additional resources, sample planning checklist, session evaluation form, and conference evaluation form are provided. (SK)

ED214804 SE037096

Mechling, Ken

Survey Results: Preservice Preparation of Teachers of Science at the Elementary, Middle, and Junior High School Levels.

National Science Teachers Association, Washington, D.C.
Pub Date 1 Mar 82
Note-29p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Elementary School Science; Elementary Secondary Education; Higher Education; Junior High Schools; *Methods Courses; Middle Schools; *National Surveys; *Preservice Teacher Education; Science Education; Science Teachers; *Secondary School Science; Teacher Certification; *Teacher Education Programs

In preparation for developing a position statement for the National Science Teachers Association (NSTA) on the preparation and certification of elementary and middle/junior high school science teachers, several NSTA committees conducted a survey of 50 colleges and universities with teacher education programs. Results of the survey (N=45) are presented, question by question, along with some explanations. Selected findings indicate that: (1) 44 of the colleges require students in elementary teacher education to complete science courses (a median of 8 semester hours for all colleges), although only 8 require courses in all three science areas (biological, physical, and earth sciences); (2) 42 require courses in elementary science teaching methods, many emphasizing science process, methods, and teaching techniques more than content; (3) for middle schools teacher education, 29% of the responding colleges have programs specifically for this level with an average of 30 semester hours of science required, only two requiring a specific science methods course for this level; (4) one-third of the colleges offer science education programs specifically for junior high level and more than half of those without a specific program include it as part of the secondary science teacher preparation program. (DC)

ED214805 SE037097

Robinson, James T.

Evaluation of the BSCS Human Sciences Program.

Biological Sciences Curriculum Study, Boulder, Colo.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date Dec 81
Grant-SED-72-06305-A11
Note-213p.
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-Curriculum Evaluation; Elementary School Science; Elementary Secondary Education; Field Tests; Formative Evaluation; Interdisciplinary Approach; *Junior High Schools; *Middle Schools; *Natural Sciences; Program Evaluation; *Science Course Improvement Projects; *Science Curriculum; Science Education; Secondary School Science
Identifiers-Biological Sciences Curriculum Study; *Human Sciences Program; National Science Foundation

Designed for middle and junior high school students, the Human Sciences Program (HSP) represents a three year, interdisciplinary program which focuses on the role of the natural sciences in promoting the cognitive, psycho-social, and moral development of early adolescents. The materials consist of modules of activities designed around major themes with sub-problem areas or clusters. Individual students or small groups select activities of their choice. The evaluation plans, procedures, and results of the project's formative evaluation are presented in this document including the field testing of HSP levels I, II, and III; evaluation of the Level III module, "Knowing"; adult evaluation; and other studies such as readability, attitude, and logical competence. The evaluation indicates, among other findings, that (1) the project was equally effective in different areas of the country and with a variety of teachers and students; (2) that an interdisciplinary program could work in self-contained classrooms, departmentalized schools, and team-teaching contexts; and (3) that student selection of activities was not based upon content, difficulty, or sex of student. (DC)

ED214806 S0013649

Pellet, Elizabeth A.; And Others
Why In the World: A Teacher's Handbook.
Satellite Education Services, Inc., Los Angeles, CA.
Spons Agency-General Motors Corp., Detroit, Mich.
Pub Date 81
Note-27p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Class Activities; Critical Thinking; *Current Events; *Educational Television; English Instruction; Interdisciplinary Approach; Mathematics Instruction; News Media; Program Descriptions; Science Instruction; Secondary Education; Social Studies; Teaching Guides

This handbook will help secondary teachers in all subject areas use the "Why in the World" television series to teach current events. The handbook presents the origin of and rationale for the series, describes the programs, suggests general class activities that teachers can use with all the programs in the series, discusses additional resources and

in-school scheduling, and contains a student listening/viewing guide. This series is Walter Cronkite's long-held dream of using television to bring news events interpreted by some of the nation's outstanding minds to high school students. In each program a news story of the day will be presented and discussed by an expert or authority on the topic. The topic will be addressed from the perspective of one of the main subject areas studied in secondary schools. For example, a presentation based on the "Encounter with Saturn" report from the Jet Propulsion Laboratory could be viewed by students in mathematics courses. One major idea explored in the presentation might be the calculation of trajectories and occultations. Or students in the social studies courses might view a presentation on the oil embargo in which the ideas of supply and demand, power, and future projections are discussed. This presentation of 15-20 minutes will conclude with a question and answer session with the students in the studio. Finally, at the end of the formal presentation, viewers will be provided with a list of inexpensively obtained reading and nonprint materials. Teachers are encouraged to videotape the series for more convenient time scheduling. (Author/RM)

ED214807 S0013840

Derryck, Vivian Lowery
The Comparative Functionality of Formal and Non-formal Education for Women. Report on Phase I.
Spons Agency-Agency for International Development (IDCA), Washington, D.C. Office of Women in Development.
Report No-AID/otr-147-78-14
Pub Date May 78
Note-64p.; For a related document, see ED 189 355 and SO 013 841. Best copy available.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Adult Education; Agency Role; *Comparative Education; *Developing Nations; Development; *Educational Opportunities; Females; Foreign Countries; Nonformal Education; Organizations (Groups); Participation; Public Agencies; Secondary Education; Social Change; *Womens Education
Identifiers-Africa (Sub Sahara); *Agency for International Development; Asia; Latin America; Near East; Women in Development Programs
This paper reports on phase one of a study to ascertain whether formal or nonformal education is more effective in accelerating the integration of women into development activities in developing countries. It is based on the premise that women need more and better credentials to gain social, economic, and political acceptance in less developed countries. The report is presented in five parts. Part I identifies personnel from the Agency for International Development (AID), other agencies, and international organizations who are concerned with the issue of female education in developing countries. Part II relates representative

projects and studies dealing with women and education in Africa, Asia, Latin America, and the Near East. Part III assesses interest in an interagency forum of meetings to discuss operational, not theoretical, problems related to women, education, and development. Part IV suggests steps by which the Women in Development office of AID can maximize its impact on AID educational policy. Part V summarizes major points covered in the report. (Author/AV)

ED214808 S0013841

Derryck, Vivian Lowery

The Differential Impact of Educational Innovations on Girls and Women: Media-Based Instruction and Curriculum Revision. Phase II, Curriculum Revision as if Women Mattered.

Spons Agency-Agency for International Development (IDCA), Washington, D.C. Office of Women in Development.
Report No-AID/otr-147-79-36
Pub Date 6 Nov 79
Note-16p.; For a related document, see ED 189 355 and SO 013 840.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adult Education; *Change Strategies; *Comparative Education; *Curriculum Development; *Developing Nations; Development; Educational Opportunities; Elementary Secondary Education; Females; Foreign Countries; Guidelines; Nonformal Education; Relevance (Education); Sex Bias; *Womens Education

This report examines the problem of curriculum revision in the formal education structure of developing countries to eliminate sex bias against women. It identifies three needs: to (1) increase the number of girls in school, (2) alter school schedules to allow women with household and agricultural responsibilities to attend classes, and (3) revise curriculum to more accurately reflect the changing status of women in today's world. Opening sections of the report elaborate on problems of sex bias in printed curriculum materials, resistance to new methods and content on the part of traditionally conservative teachers, and distractions in open-air facilities. The remainder of the report presents 10 guidelines for curriculum revision. These include identification of a target population, determination of relevancy of curriculum, incorporation of the needs of the population being served, assessment of indigenous culture for female role models, acquisition of baseline data to document economic and social ramifications of sex bias in education, effort to revise instead of replace existing curriculum, and statement of goals in objectively quantifiable terms. (AV)

ED214809 S0013856

The Career-Related Services of the Learned and Professional Societies in the Humanities and Social Sciences: A Report.

American Association for the Advancement of the Humanities, Washington, DC. Washington Humanities Forum.

Spons Agency-Danforth Foundation, St. Louis, Mo.
Pub Date 4 Jan 82
Note-34p.
Available from-Washington Humanities Forum, American Association for the Advancement of the Humanities, 918 16th Street, N.W., Washington, DC 20006 ($2.00).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Career Change; *Career Counseling; Career Ladders; Employed Women; Employment Services; *Humanities; *Information Services; Job Search Methods; Minority Groups; Occupational Surveys; *Professional Associations; Referral; *Services; Social Science Research; *Social Sciences

This report provides the results of a survey of the career-related services of 44 learned and professional societies in the humanities and social sciences in the United States. In October 1980, 44 organizations responded to a written questionnaire asking for information on a wide variety of issues and topics concerned with career related services. In addition, when possible, follow-up telephone conversations took place and societies provided additional information and written materials. Among the general findings are (1) small organizations have the most difficulty committing resources to career needs yet have the best record of coordinating their employment efforts; (2) most career services are directed at academic appointments and at entry-level positions; (3) many societies provide special services for women and minorities; (4) there is a genuine collaboration between some societies serving the same disciplines and concerted effort to avoid duplication of services; and (5) there is a similar, consistent approach to the topic of career-related services among the more active societies. Although learned societies cannot correct the job market, they can do more to provide collective and balanced assistance to struggling jobseekers, especially nonacademic employment. Appendices contain a list of the organizations surveyed, a chart of the extent of staff and committee service to career-related activities, and a chart of the career-related services. (NE)

ED214810 S0013860

Briar, Scott, Ed.; And Others
Research Utilization in Social Work Education.
Council on Social Work Education, New York, N.Y.
Spons Agency-National Inst. of Mental Health (DHHS), Rockville, Md.
Pub Date Jun 81
Note-81p.
Available from-Council on Social Work Education, 111 Eighth Avenue,

Suite 501, New York, NY 10011 ($7.00).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Education; Higher Education; Program Descriptions; Research Methodology; *Research Utilization; *Social Work; Student Attitudes; Surveys

The Project on Research Utilization in Social Work Education established in 1976 is described. There are eight chapters to the report. Chapter 1 describes the project. The broad goals of the project were to: (1) analyze the dynamics of research utilization in social work; (2) identify the obstacles to research utilization, especially those that may exist in social work education; and (3) recommend ways of achieving effective research in social work. Chapter 2 reviews the development of research curricula in a number of social work degree programs over the decade ending with 1979. Chapter 3 identifies five models of research in social work and analyzes their implications for social work education. An initial report of a survey of social work students designed to have students describe what they know and think about research is presented in chapter 4. Chapter 5 analyzes nine innovative approaches to research instruction in social work education and considers their implications for research preparation in social work. Chapter 6 summarizes some of the major themes that emerged in the project's regional conferences. Qualitative research methods are discussed in chapter 7. The final chapter discusses project recommendations. (Author/RM)

ED214811 SO013876

Pierce, Doris F.

Changes in the Political Role of Women Since 1960.

Pub Date Nov 81
Note-17p.; Paper presented at the Annual Meeting of the Conference on History and Social Studies (12th, Hammond, IN, November, 1981).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Citizen Participation; Civil Rights; *Females; *Feminism; Political Influences; Political Power; *Politics; *Sex Role; *Social Action; Social Change

The increasing number of women today becoming involved in political activities and holding elective office is evidence of the changes in women's roles in politics which began in the 1960s. Role change began with increased political activity in the 1960s Civil Rights Movement. In the late 1960s and early 1970s feminist organizations were formed to combat sex discrimination; expand the social, economic, and political role of women; and support favorable legislation. In addition, there was an increase in the number of women voters. There has also been a significant historic change in the rise of the percentage of women delegates to the national conventions. An important vehicle for this rise was the rule changes focusing on ensuring opportunities for full

participation which were recommended or required at the 1972 Republican and Democratic conventions. During this period when women have been increasing their role in the national party conventions, other changes in the Presidential candidate selection process at the state and local levels of government have contributed to an increase in party offices held by women. Additional changes in political positions indicate that though more women run for office, few are involved in managing campaigns, or fund raising which is essential for successful election to public office, and that most party organizations are not encouraging any of these steps. Changes in political career ladders include women using the traditional male professions as stepping stones to office or establishing an issue-oriented political network. Involvement in a political party is increasingly necessary for election. (RM)

ED214812 S0013881

Betres, James

The Status of Elementary Social Studies Education in Selected Rhode Island Public Schools.

Rhode Island Coll., Providence. Dept. of Elementary Education.
Pub Date Nov 81
Note-26p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Citizenship Education; Course Evaluation; Course Objectives; *Curriculum Design; Curriculum Evaluation; Curriculum Problems; *Educational Assessment; Educational Objectives; Educational Research; Elementary Education; *Elementary School Curriculum; Program Effectiveness; Public Schools; *Social Studies; Teacher Attitudes; *Teaching Methods; Textbooks
Identifiers-*Rhode Island

Data on elementary social studies education in Rhode Island public schools in 1979 are analyzed. Of the 62 schools randomly selected for the study, 265 elementary teachers completed a 63-item social studies questionnaire. The questionnaire asked teachers to identify the curriculum design method they employed; indicate the types of curriculum sources, methods, and materials which they used; evaluate social studies objectives; and express their views on the effectiveness of their social studies programs. Two-thirds of the teachers use an expanding environment curriculum design; most teachers rely on their own ideas and the textbooks as sources for directing their classroom programs; primary and intermediate grade teachers support both student citizenship and other social studies objectives; and teachers consider their program to be somewhat successful and of average quality compared to others. Among the conclusions are that (1) while course content and instruction may be excellent in individual classrooms, there is not a well-defined, integrated six-year program; (2) the reliance on basal texts for program direction is viewed with some reservations; (3) the support of

citizenship and social studies objectives is in line with the goals of public education; and (4) because social studies teachers do not design their programs, they neither identify with nor are very enthusiastic about them. (NE)

ED214813 S0013885

Lorence, James J.

The Critical Analysis of Documentary Evidence: Basic Skills in the History Classroom.

Pub Date Dec 81

Note-12p.; Paper presented at the Annual Meeting of the American Historical Association (96th, Los Angeles, CA, December 28-30, 1981).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Basic Skills; Content Analysis; Critical Reading; Evaluation; Higher Education; *Historiography; *History Instruction; *Literary Criticism; *Primary Sources; Questioning Techniques; *Teaching Methods

This paper examines the historian's method of handling evidence and explores some approaches to the improvement of college students' reasoning skills through the analysis of historical documents. The starting point in the development of the reasoning skills should be an exploration of the historian's task and the nature of the evidence, preferably in a small group discussion format. The student must be made to understand that an effective assessment of a piece of evidence can only be made against an informed background. Recognizing that a historical document does not exist in a vacuum, the student must inquire into the events surrounding the piece of evidence under consideration and place it in its social, political, and economic context. A concern for context also necessitates an exploration of the background of the witness whose writings are under consideration in the classroom. The instructor should then raise the question of whether contemporary attitudes or the students' own values influence criticism and understanding of the source. The next step should be an intensified focus on the text itself. Careful attention should be devoted to the words, their meanings, and their implications. One good guideline for students is that they accept as historical fact only those particulars that may be confirmed by the testimony of two or more reliable sources. The instructor should then introduce the concept of reasoned interpretation as inherent in the historian's work. Suggestions for the use of historical documents in the classroom are made. (Author/RM)

ED214814 S0013891

Cornbleth, Catherine

Mirroring Ourselves: Reflections on Social Studies Teacher Education.

Pub Date Jan 82
Note-18p.; Paper presented at the Annual Meeting of the Mid-Atlantic Regional Conference for the Social Studies (New York, NY, January, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Educational Practices; Higher Education; *Methods Teachers; Research Needs; *Social Studies; *Teacher Education; Teacher Education Programs; *Teacher Effectiveness

Rather than just examine surface problems, a more productive inquiry into social studies teacher education is to examine the structure and internal processes of teacher education. When probing beneath the surface and looking within, teacher educators see three unflattering images: misplaced martyrdom, myth maintenance, and woe-is-meism. Misplaced martyrdom refers to the belief among college and university teacher educators that their success efforts to foster the development of progressive teachers are reversed by the overwhelmingly traditional impact of the school setting and teacher experience. Myth maintenance refers to the idea that teaching is necessarily highly idiosyncratic; there is no professional knowledge on which teaching theory and practice can and should be based. A cruder form is that teaching is simply doing whatever works for you. Woe-is-meism is the self-pity or despair felt when, for example, students do not evidence desired skills or attitudes. Although probing beneath the surface may be discomforting, it can encourage meaningful inquiry and change. Hopefully, these reflections will encourage further examination of the beliefs that form the ideational context of social studies teacher education and shape its particular features and practices. (Author/NE)

ED214815 S0013893

Zeigler, Donald J.

Energy and the Transformation of a Metropolitan Landscape: Contrasting Contemporary and Future Settlement Geographies.

Pub Date Oct 81
Note-10p.; Paper presented at the National Council for Geographic Education (Pittsburgh, PA, October, 1981).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Community Change; Energy; *Futures (of Society); Geographic Distribution; Higher Education; *Human Geography; *Land Settlement; Learning Activities; Long Range Planning; Maps; Matrices; Metropolitan Areas; *Models; Population Distribution; Socioeconomic Influences; Trend Analysis; *Urban Studies

Because of the rising real cost of energy, geographic patterns that have dominated the contemporary metropolitan landscape are in a state of change. A conceptual model of the contemporary and future metropolitan landscape is presented to stimulate thought about the changes which may evolve in the spatial organization of urban regions as the real price of energy continues to increase relative to the other factors of production. It was also designed to suggest changes which should be implemented by local metropolitan regions in order to ease the transition to the post-petroleum age. The graphic model consists of a map and a population density curve for the contemporary and future metropolitan area. Each side of the diagram represents an idealization of population densities, land use patterns, and settlement structures displayed at a high level of generalization. Overall, the model shows that the contemporary metropolis has segrated land uses and is linear in growth, dispersed, dependent upon using automobiles, energy dependent, and energy wasteful. In contrast, the future metropolis has centralized energy growth, integrated land use, implemented mass transit lines, and is clustered, energy efficient, and energy self-reliant. Finally, this model has been and can be used as a learning activity, an inquiry exercise, in the geography energy college classroom. (Author/NE)

ED214816 SO013898

Pelow, Randall A.

Motivational Use of Adaptable Designs in Reinforcing Geographic-Social Studies Content.

Pub Date 29 Oct 81
Note-18p.; Paper presented at the Annual Meeting of the National Council for Geographic Education (Pittsburgh, PA, October 29, 1981).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Class Activities; Concept Teaching; Educational Games; Elementary Secondary Education; *Geography Instruction; Models; Skill Development; *Social Studies; *Teaching Methods

The purpose of this paper is to provide teachers with four adaptable designs that can be used to reinforce geographic-social studies knowledge. Adaptable designs are defined as structural formats that can be used repeatedly to teach different concepts and skills. The paper first discusses the advantageous features of adaptable designs and presents several helpful hints for getting maximum usage from them. Each design contains a sample section of how content materials can be applied to it. Much of the content was selected from textbook material and popular units in grades four through eight. The content itself is interchangeable with other examples because of the very nature of adaptable designs. For example, one activity titled "Hot Stuff/Cold Stuff" reinforces information regarding a unit of study on the deserts of the world by allowing students to answer questions placed on die cut cards located toward the center of a matboard. Students move their game markers along spaces around the board's perimeter. This design can be used to review the content for almost any unit of study. The teacher must simply replace the die cut cards with another set of cards on a different topic. In another activity, "Around the World in Words," students classify the meanings of uncommon nouns to their respective

categories. The design used in this activity can be used for dictionary work and can be used in conjunction with the textbook. The last two activities presented are "Geoging the Mind" in which students review information related to the meanings of geographic terms and "Mystery Location" in which students identify and locate specific places in the United States with the aid of geographic clues. (Author/RM)

ED214817 S0013908

Halaby, Raouf J.

The Immigrant Experience as Portrayed in American Literature: A Three Dimensional Teaching Model.

Pub Date Dec 81

Note-20p.; Paper presented at the Annual Meeting of the the American Historical Association (Los Angeles, CA, December, 1981).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-College Faculty; Curriculum Guides; Higher Education; *Immigrants; *Literary Criticism; Literary Devices; Literary Genres; *Models; Social Change; *Social Environment; Social History; Teaching Methods; Twentieth Century Literature; *United States Literature

This guide provides the college teacher with a model for teaching undergraduate college students about the immigrant experience. Students read American literature which includes fiction, drama, and poetry as well as biographies, autobiographies, historical accounts, and other politico-socio-economic literature. The model consists of three dimensions. The first dimension, The Historical, Experiential, and Reading Dimension, focuses on having students study historical, social, and cultural milieu. Students read two books--"Strangers To These Shores: Race and Ethnic Relations in the United States" and "The Rise of the Unmeltable Ethnics." They are also involved in out of class enrichment activities and in reading, interpreting, and discussing the fictional works. The significance of this dimension is that it deals with historical dimensions by posing the questions: (1) Why is the nature of time and space important? and (2) How does change and development affect the world in which one lives? The second dimension of the model deals with the elements of the immigrant experience and its representation in literature. These elements are thought and ideas, behaviors and actions, and cultural expressions. The third dimension of the model deals with the personal and relational manner in which literature depicts the protagonists and the antagonists. The conflict in fiction helps the students to understand in a relational manner, the character's struggle with the environment, his fellow man, himself, and/or institutions. Five novels are discussed in depth: "Giants in the Earth," "The Jungle," "Christ in Concrete," "Out of the Furnace," and "Studs Lonigan." Themes focusing on the typical American immigrant experience are considered such as superstition, struggles, tenements, failures, and sickness. The appendix gives an outline of the model.

(Author/NE)

ED214818 S0013917

Herst, Dorothy

What's It Like to be Old?

Acton-Boxborough School District, Acton, Mass.
Spons Agency-Office of Elementary and Secondary Education (ED), Washington, D.C.
Pub Date 82
Note-15p.; For related documents, see ED 211 405-411.
Available from-Teaching and Learning about Aging, McCarthy-Towne School, Acton, MA 01720 ($2.00).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Aging Education; Class Activities; Mental Health; Physical Disabilities; Physical Health; Physical Mobility; Secondary Education; *Simulation; Skits; Social Problems; Teaching Guides; Units of Study

The purpose of this unit is to provide activities to help 7-12 grade students understand some of the physical handicaps and social problems that the elderly must face. The unit, designed to be used in six class sessions, is arranged into two parts. In the first, students vicariously experience what it is like to have some physical handicaps that are common to older people by participating in simulations in which they experience impairment of vision, hearing, and mobility. For example, students' eyes are covered and then they are asked to walk across a stage. Objectives are for students to feel empathy for elders with physical handicaps, describe specific physical problems that frequently come with advanced age, and cite ways in which good health habits can minimize the effects of aging. The second set of activities deals with relations between older and younger persons. Students read a problem situation, such as, "a retired factory worker with a heart condition must persuade a manager in an apartment building that he is capable of being a security guard in an apartment." Then students use these problem situations to prepare skits which they act out for the class and invited older guests. Objectives are to help students understand typical social problems faced by elders, cite ways in which society often places restrictions and demands on the behavior of older people, and recognize similarities in the way society often expects old and young people to behave. Skit situations and skit analysis handouts are included. Each unit activity contains an overview, a list of objectives and materials needed, information on the advance preparation and teaching time required, and guidelines for each day's activity. (Author/NE)

ED214819 S0013923

Dillon, David; Parsons, James B.

Developing Reading Ability by Using Literature for Values Clarification in Social Studies.

Pub Date Mar 82
Note-19p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Childrens Literature; Decision Making; Elementary Education; *Models; Problem Solving; *Reading Programs; Self Concept; *Social Studies; Teaching Methods; *Values Clarification; Values Education

A rationale and model are presented for using literature to teach values clarification in elementary social studies classes. The premise is that a major goal of social studies is to develop good citizens, which requires a comparative knowledge of self and society, and decision-making ability. An explanation is given of how literature (including children's stories) provides the reader with a view of life on both personal and broader cultural levels. Literature usually deals with problems or issues and reflects the writer's values in terms of how the problems are resolved. An effective reading program should provide children with opportunities to link their reading experiences with their own lives and to allow feedback after reading through discussion. The authors present a model, utilizing literature, to help students clarify their own values as they relate to real-life situations. It is explained with an example of different conflict-resolution strategies presented in five different children's stories. The authors suggest ways in which teachers can guide children through analysis of the stories, clarification and comparison of their own and the characters' values, and reflection on the implications of various decisions. (AV)

ED214820 S0013926

Wyman, Judy

A Glimpse of Tibet, the Roof of the World.

Michigan Univ., Ann Arbor. Project on East Asian Studies in Education.
Pub Date 82
Note-22p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Area Studies; Asian History; *Asian Studies; Life Style; Religion; Secondary Education; Units of Study
Identifiers-*China (Tibet)

This unit, intended for secondary students, provides a general introduction to Tibetan history and culture. The unit consists of this written text and a slide program. This text could be used alone as a source of background informational reading. The major objective of the unit is to give preliminary explanations encouraging further research on the part of the teacher and student. The text describes the history of Tibet and its influence on modern life. The role that Tibetan religion plays in people's lives and how it affects their relations with one

another and with society at large are examined. Tibetan lifestyles and how they differ from our own are also discussed. The written text includes a description of each slide and a script narrative, three maps of Tibet, and a bibliography for teachers and students. (Author/RM)

ED214821 S0013927

State Plan for Global Education in Florida: Findings and Recommendations.

Florida Advisory Council on Global Education, Miami.

Pub Date Dec 81
Note-45p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Curriculum Development; Educational Change; *Educational Needs; Educational Objectives; Educational Policy; *Educational Strategies; Elementary Secondary Education; Evaluation; *Global Approach; Higher Education; Interdisciplinary Approach; Legal Education; Multicultural Education; Postsecondary Education; Research Needs; Second Language Instruction; *Statewide Planning; Study Centers; World Problems
Identifiers-*Florida

This report presents a state plan for global education which was prepared by the Florida Advisory Council on Global Education. The plan is intended to be used by kindergarten through adult educators who intend to introduce global perspectives into existing programs. The report contains a brief summary, a list of Council members, a brief definition, a rationale, and general and specific recommendations. Global education is defined as the process which provides students with the knowledge, skills, and attitudes that are necessary for them to meet their responsibilities as citizens of their community, state, and nation in an increasingly interdependent and complex global society. The rationale section states that Floridians need to acknowledge that they are economically, politically, and culturally dependent on a global system for existence. For example, their growing population is multicultural, multilingual, and multinational. Their economy is heavily dependent upon foreign trade and investment. Among the general recommendations for global education are to convene a governor's commission, appoint a state coordinator, unify policies, develop state education regulatory units and develop state and local networks. It is specifically recommended that the State Department of Education, local schools, universities, community colleges, and teacher education and adult programs develop plans and programs which would help to integrate global education into Florida's educational system. Other specific recommendations include supplying media facilities with global resource materials, evaluating the effects and skills of global education, and implementing further research. (Author/NE)

ED214822 S0013935

Thompson, Mark E.
The Creative Influence: What Is It?
Pub Date [Mar 82]
Note-30p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Classroom Environment; Creative Development; Creative Expression; Creative Thinking; *Creativity; *Creativity Research; Discovery Processes; Educational Needs; Foundations of Education; Intelligence; *Personality Traits; *Self Expression; Technology
The concept of creativity has many attributes and is a significant factor in our lives. Creative persons are observant, express part-truths, see things as others do not, are independent in cognitive faculties, are motivated by their talent and values, can hold many ideas at once, have greater sex drive, see a complex world, and have strong egos. Creative persons are often unpopular with teachers, find it difficult to conform within institutional settings, live with anxiety, tend to make deviant scores on personality tests, have some relationship to mental illness, are productive at self-initiated activities, and have creative encounters. Understanding and fostering creativity is one of the most significant but least understood aspects of the educational system. It is impossible to determine the level of creative potential within an individual. A major accomplishment of our system is to allow the seeds of creativity to be sown, for creative influence, are nourished by institutions that promote freedom of expression. In the classroom, creative behavior is often prompted by giving students opportunities to learn in many ways but suited to their motivation and abilities. The technological system we live under threatens the creative influence, since it's the antithesis of it. The creative spirit is not a panacea for all our problems, but a creative person can demonstrate a mastery over random events. (NE)

ED214823 S0013936

Parsons, Jim

Social Studies Looks at Science: A Critical Review of "Science in Social Issues."

Pub Date 9 Nov 81
Note-12p.; Paper presented as part of a Symposium on Science and Social Issues (Edmonton, Alberta, Canada, November 9, 1981).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Elementary Secondary Education; Higher Education; *Interdisciplinary Approach; *Science Instruction; *Social Problems; *Social Studies

A social studies educator responds to a paper by Glen Aikenhead titled "Science in Social Studies." To remind science people that social issues are ultimately human as opposed to ultimately scientific, the author begins the paper with a discussion about the ways humans come to gain knowledge through science, religion, philosophy, and art. If science education is to deal correctly with social issues, it must deal with the full range of how humans come to resolve these issues. The author then addresses four issues raised by Aikenhead. First he disagrees with Aikenhead's portrayal of science as formal and his statement that the mission of science educators is to produce professional scientists. For a student to use science as a tool to help resolve social issues, science must become more available to the student. Courses must not be just for the training of professional scientists. Secondly, the author disagrees with Aikenhead's portrayal of decision making--i.e., that decision making in society is done mostly by those in key power positions. Every person is a decision maker, including scientists and regular citizens. The third issue addressed is Aikenhead's statement that because the human environment is changing, humans are changing. Many social studies people disagree with this view. Science and society change, but the fundamental social issues remain essentially the same. The fourth issue addressed is the idea of the resolution of social issues. Scientific knowledge alone is not sufficient for solving social problems. Knowledge from several sources must be utilized. (Author/RM)

ED214824 S0013940

Vallance, Elizabeth

A Self-Portrait of the Curriculum Field, 1980 (Confessions of a Program Chair).

Pub Date Mar 82

Note-25p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Curriculum; Curriculum Problems; Curriculum Research; Educational Research; Elementary Secondary Education; Higher Education; Professional Associations; Research Problems; State of the Art Reviews; Trend Analysis

An overview is given of the current status of the field of curriculum studies. The author makes her observations based on her reading of 154 proposals submitted to the American Educational Research Association's Division B (Curriculum Studies) for its 1981 annual meeting. Acknowledging that these proposals primarily reflect research interests in the curriculum field, she reviews background characteristics of the authors and major curricular concerns that they expressed. Background data reveal a university-based group of professionals, about 40% women, representing most regions of America with concentrations in California and the more industrial midwestern and eastern states. Categorization of the proposals according to eight general content areas shows primary

interest in understanding school practice and in the socio-policial context in which it unfolds. There is a desire to work with other subdisciplines of education that can illuminate such questions. Curricululist are not as preoccupied with theory and introspection as some recent debates have suggested, and their interests are far more on K-12 in their own settings than in higher education or in comparing cultures. The author concludes her analysis with a review of the proposals' stated purposes of curriculum inquiry. (Author/AV)

ED214825 S0013941

LeBarron, Suzanne, Ed.; Fiels, Keith Michael, Ed.
Directory of Humanities Resource People in New York State.
New York State Education Dept., Albany.; New York State Library, Albany.
Spons Agency-New York Council for the Humanities, NY.
Pub Date 81
Note-328p.
EDRS Price - MF01/PC14 Plus Postage.
Descriptors-Citizenship Education; Community Programs; Elementary Secondary Education; Higher Education; *Humanities; *Human Resources; Participation; Program Development; Program Evaluation; Public Speaking; Research Design
Identifiers-New York
This directory lists 1650 individuals in New York state who are willing to participate in some aspect of public humanities programming including planning, proposal writing, research, presentation, or evaluation. The individuals listed are those who responded to a questionnaire that went to almost 8000 people from colleges and universities and from membership lists of humanities-related organizations. The listing is alphabetical by last name. Each entry lists the individual's address and telephone number and describes his or her specialization, preferred role, past experience with public humanities programs, and skills. No information is provided regarding fees or the ability of the person to travel. A specialization index and a language index are provided. The questionnaire used in the survey is also included. (Author/RM)

ED214826 SO013942

Fish, Lawrence D.

Framework for Policy Analysis of Alternative Patterns of International Education Dissemination.

Northwest Regional Educational Lab., Portland, Oreg.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date 1 Mar 82
Grant-NIE-G-81-0053
Note-19p.; For a related document, see SO 013 943.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Comparative Education; Consortia; Delivery Systems; Educational Development; Educational Research; Elementary Secondary Education; Foreign Countries; *Information Dissemination; Information Networks; *International Education; *International Educational Exchange; International Relations; *Models; Research and Development Centers; Research Utilization; Shared Services
Identifiers-Australia; Canada; Japan; New Zealand; United States

Strategies for dissemination of international education materials on an international level are discussed in this paper. The analysis focuses on dissemination frameworks applicable to member countries of the Pacific Circle Consortium. These countries are Australia, Canada, Japan, New Zealand, and the United States. Section one of the report explains dissemination activities of eight educational research and development agencies within the Consortium countries. Section two summarizes findings of seven studies conducted in recent years concerning the structure and effectiveness of dissemination efforts in the United States. Section three presents a framework for analyzing dissemination patterns. The framework can be used by different nations whose educational systems have diverse structures and goals. This framework provides guidance for the Consortium agencies to document and analyze their international dissemination efforts as they design and implement effective processes for disseminating the results of the research and development from other countries. (AV)

ED214827 SO013943

Fish, Lawrence D.

Alternative Patterns of International Collaboration for School Improvement: An Analysis of Activities of the OECD/CERI Pacific Circle Consortium.

Northwest Regional Educational Lab., Portland, Oreg.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date 1 Mar 82
Note-37p.; For a related document, see SO 013 942.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Agency Cooperation; Consortia; Cooperation; Decision Making; Delivery Systems; Educational Development; Educational Research; Elementary Secondary Education; Foreign Countries; Information Dissemination; Information Networks; *International Education; *International Educational Exchange; International Relations; Program Descriptions; Research and Development Centers; Shared Services
Identifiers-Australia; Canada; *International Cooperation; Japan; New Zealand; United States

This paper explores methods of collaboration among countries in order to promote successful development, exchange, and dissemination of international education materials. The discussion emphasizes activities of the Pacific Circle Consortium, which was founded in 1977 and includes Australia, Canada, Japan, New Zealand, and the United States. Its goals are to exchange information, materials, and personnel and to develop educational materials with a multicultural perspective. The paper is presented in five major sections. Section one explains the Consortium's origin, structure, membership, purpose, and activities. Section two defines the concept of international collaboration and outlines various methods of collaboration, stressing three important types of activity within collaborative efforts. These are parallel, cooperative, and integrated activities. Section three discusses four key elements of any type of collaborative activity: commitment and decision making, location of activity, structure and roles of participating agencies, and size and scope of activity. The discussion related these elements to specific Consortium procedures. Section four describes exemplary Consortium activities of parallel, cooperative, and integrated natures. Section five offers comments on constraints of collaborative ventures and specific implications of the Consortium's experience. (AV)

ED214828 S0013945

The Second Assessment of Art, 1978-79, Released Exercise Set, Supplement.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency-National Center for Education Statistics (ED), Washington, D.C.; National Inst. of Education (ED), Washington, D.C.
Report No-ISBN-0-89398-012-9; NAEP-10-A-26
Pub Date Jan 82
Contract No-OEC-0-74-0506
Grant-NIE-G-80-0003
Note-496p.; For a related document, see ED 186 331.
EDRS Price - MF02/PC20 Plus Postage.
Descriptors-Affective Measures; Art Appreciation; *Art Education; *Educational Assessment; Educational Objectives; Elementary Secondary Education; National Surveys; Scoring; Testing
Identifiers-*National Assessment of Educational Progress; Open Ended Questions; Second Art Assessment (1979)

This publication contains some of the open-ended art exercises used by the National Assessment of Educational Progress in its 1978-79 assessment of the art ability of students ages nine through 17. The objective is to provide classroom teachers easy access to released and tested art assessment materials. The open-ended exercises required students to make a drawing or write a short essay. Copies of the multiple-choice exercises used in the assessment can be found in ED 186 331. Part 1 of the document briefly explains NAEP's assessment procedures and describes the documentation provided for the exercises. Part two includes the objectives and subobjectives used to develop and report the art exercises, a brief description of the content range of the affective exercises, and a list of released exercises with timing information. Part three, which comprises the bulk of the document, contains copies of the six released open-ended exercises, their scoring guides, and related documentation. Primary type of information provided by report: Procedures (Scoring); Results (Exercise Level). (Author/RM)

ED214829 S0013954

Pierce, Lucia B., Comp.

A Cumulative Index for Focus on Asian Studies. Autumn 1971-Spring 1976. Service Center Paper on Asian Studies, No. 12.

Association for Asian Studies, Columbus, Ohio. Service Center for Teachers of Asian Studies.
Pub Date Aug 76
Note-137p.
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Art; *Asian History; *Asian Studies; Elementary Secondary Education; Government (Administrative Body); Higher Education; International Relations; *Literature; Postsecondary Education; Religion; Student Exchange Programs
Identifiers-China; China (Peking); India; Japan; Korea; Pakistan

Approximately 1700 citations, from 1971-1976, plus fifteen issues of "Focus on Asian Studies," are listed in this cumulative index on Asian studies. It was compiled for any person seeking information (both print and nonprint materials) pertaining to Asian studies. Listed publications consist of newspaper articles, journal articles, papers, and books. The volume is arranged into 14 major categories: articles related to Asian studies; conferences, institutes, and workshops; summer study/travel programs; resource centers and related organizations; curriculum guides and bibliographies; Asian studies teaching file lesson (lesson plans); text materials for classroom use; multimedia materials; performing arts and exhibitions; periodicals; books; books for elementary schools; publishers of written materials; and publishers of multimedia materials. An eight-page listing of publishers of written and multimedia materials is included. (NE)

ED214830 S0013955

Schilling, Donald G.

World History as a General Education Course at a Liberal Arts College.

Pub Date 81
Note-20p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Comparative Analysis; Core Curriculum; Course Content; Course Descriptions; Course Evaluation; Course Objectives; *Course Organization; Formative Evaluation; Global Approach; *Graduation Requirements; Higher Education; *History Instruction; *Introductory Courses; *Liberal Arts; Non Western Civilization; Western Civilization; *World History
Identifiers-Denison University OH; *Liberal Arts Colleges

The paper discusses the choice of world history as a foundation course in the liberal arts college at Denison University, Ohio. It discusses why world history was chosen as a required course over the standard, introductory course, Western Civilization, compulsory in the 1960s. It also describes the kind and design of the world history course offered and discusses how well this course met its objectives. Specific objectives include to provide students with a wide, global view of the world to break down student parochialism; to acquaint students with aspects of western heritage; to have students analyze the interactions between major civilizations; and to introduce students to the discipline of history. This course is comprised of History 101 which treats world history from its origins to the 15th century, followed by History 102, which examines the period from the 15th century on. Team-taught by up to five staff members, the course format for the first and second semesters featured two or three large-lecture sessions per week coupled with a small-group discussion section. The reading materials consisted of assignments from a text, selections of appropriate documents, and an occasional novel or monograph. After the first semester, an evaluation showed that the course did not provide students with much intellectual satisfaction or generate much enthusiasm. The evaluations after the second semester identified various problems, for example, the mass lectures tended to alienate students and the single small-group discussion section per week was inadequate. Also students felt that there was a problem of balancing the breadth and depth of the content of the course. As a result of the formative evaluations, substantive changes in Denison's teaching of world history were implemented. For example, the courses were decentralized and more time was allocated to discussion. These efforts began to show results: the courses are now fully enrolled. (Author/NE)

ED214831 S0013961

Szabo, Lester John
Supervision Manual: Social Studies Program.
New York State Education Dept., Albany. Bureau of General Education Curriculum Development.
Pub Date 82
Note-45p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Advisory Committees; Citizenship Education; Community Involvement; *Curriculum Development; Educational Objectives; Elementary Secondary Education; *Needs Assessment; Parent Participation; Program Development; Program Evaluation; *Program Implementation; *Social Studies; *State Programs; Student Evaluation
This manual is designed to help school personnel implement a social studies program in grades K-12 in New York State. It provides the State mandates for social studies, recommends the scope and sequence of the social studies program, and suggests a procedure for implementing social studies revisions at the local level. How to form a local social studies committee is dealt with in the first of six sections. Section two, on social studies needs assessment, presents a curriculum guidelines-based approach (based on the National Council for Social Studies guidelines) that local districts may use to examine their own social studies programs. It also discusses standard school curriculum in New York State recommended on the bases of education law, regulations of the Commissioner of Education, and Regent's rules as well as the tradition of common and successful practice statewide. The development of goals and objectives is discussed in section three. Section four focuses on the development of the program, emphasizing the selection of instructional materials and inservice orientation of staff. In section five, dealing with the implementation of the program, a feasible program timeline is suggested, and monitoring and evaluating programs, evaluating student progress, and involving parents and the community in social studies programs are discussed. Last, there is a brief summary. Included in the guide are a needs assessment instrument, an elementary textbook evaluation form, an inservice planning guide, a survey program evaluation form, and a classroom climate checklist for elementary students. (NE)

ED214832 S0013962

van der Kamp, Max

Art, Music and Crafts in Secondary Education: Their Purpose and Effect.

Pub Date Aug 81
Note-12p.; Paper presented at the INSEA Pre-conference (Rotterdam, August 7-8, 1981). This research was financially supported by the Netherlands Foundation for Educational Research.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Art; *Art Education; Art Expression; *Creative Thinking; *Educational Objectives; Educational Research; Handicrafts; *Learning Experience; Literature Reviews; Music Education; *Problem Solving; Secondary Education

The study investigates the goals of arts education and measures the learning effects. Since the status of arts education is controversial, the question is, what does arts education provide for children? The report comprises four studies: (1) a review of the various conceptions of arts education advanced in literature; (2) interviews with teachers and policymakers in arts education to clarify their goals; (3) an empirical study of the learning experience of former students; and (4) an exploratory study using "thinking aloud" protocols of students' problem solving in art subjects. The study showed that the main effect of secondary school students' taking art subjects is that they learn to participate in cultural activities and that these art subjects are useful for their future professional training and beneficial for their personal growth. There are several implications derived from this study. All outcomes of arts education can't be measured in objective ways. Also, there is a need to develop theoretical conceptions of the problem-solving process in the visual and other arts to improve the overall arts teaching. (NE)

ED214833 S0013964

Skeel, Dorothy J.; And Others

Children and the World: A Global Education Curriculum Project for the Elementary School.

National Association of Elementary School Principals, Arlington, VA.
Spons Agency-Longview Foundation for Education in World Affairs and International Understanding, Accokeek, Md.
Pub Date 81
Note-116p.
Available from-National Association of Elementary School Principals, 1801 North Moore Street, Arlington, VA 22209 (free, limited supply).
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Class Activities; *Curriculum Development; Curriculum Enrichment; *Curriculum Evaluation; Elementary Education; *Global Approach; Inservice Teacher Education; Interdisciplinary Approach; Lesson Plans; Program Descriptions; *Social Studies; *Workshops; World Problems

A three-year global education curriculum project involved over 400 children in inner city, suburban, rural, large, and small elementary schools in Maryland, Virginia, and Washington, D.C. The purposes of the project were to present the concept of global education to principals as well as teachers and to provide a forum for developing ways to use global education in their classrooms. Inservice training, activities in the schools, and evaluation continued through the first two years (1978-1979) of the project. The third year stressed planning beyond the life of the project. Teachers participated in a series of four training workshop sessions and a follow-up consultant visit. They also incorporated a strong global education approach into their social studies classes. The evaluation design for the project employed log keeping, instrumentation which included pre- and posttests, and summative evaluation. Conclusions were: a global education program can have a positive effect on the way children view other nations and peoples, can successfully be integrated into existing social studies programs, and does not reduce a student's understanding of the United States. Also, teacher workshop activities provide a valuable impact. (The volume is divided into five parts: organization, curriculum framework for global perspective, training workshops, in the schools, and evaluation. Four appendices are included: a global education curriculum paper, a lesson plan format with sample lesson plans, an anecdotal observation record, and grade one curriculum). (NE)

ED214834 S0013965

Anderson, Lee

Schooling and Citizenship in a Global Age: An Exploration of the Meaning and Significance of Global Education.

Indiana Univ., Bloomington. Social Studies Development Center.
Spons Agency-Lilly Endowment, Inc., Indianapolis, Ind.
Pub Date 79
Note-498p.; Prepared for Mid-America Program for Global Perspectives in Education. Charts and descriptive materials may not reproduce clearly
EDRS Price - MF02/PC20 Plus Postage.
Descriptors-Case Studies; *Citizenship Education; Communications; Culture; Definitions; Economic Development; *Educational Change; Educational Needs; Elementary Secondary Education; Futures (of Society); *Global Approach; Human Geography; International Education; Political Socialization; Quality of Life; Social History; State of the Art Reviews; Transportation; World Affairs; World History; World Problems

The full meaning of global education and the realities which make it imperative are discussed in this work. Global education is defined as "consisting of efforts to bring about the changes in the content, in the methods, and in the social context of education in order to better prepare students for citizenship in a global age." This definition contains three major propositions that have far reaching implications for education. The first proposition is: "The students now in the nation's schools are becoming citizens within the context of a global era in human history." In connection with this proposition, the author illustrates the global quality of life in the contemporary world; provides a brief historical overview of the globalization of the human condition; discusses how the history, the geography, the economics, the politics, and the sociology of the human condition have become

globalized; and argues that the cumulative consequence of these developments is the creation of a global society. The second proposition is: "The demands of citizenship in a global age call for the development of competencies that have not been traditionally emphasized by the schools." In regard to this proposition, the author discusses the meaning of citizenship, indicates four ways in which citizenship has been altered by the globalization of the human condition, and outlines four kinds of competencies that appear central to the exercise of citizenship in a global age. The third proposition is "Certain changes must take place in the content, in the methods, and in the social context of education if schools are to become more effective agents of citizen education in a global age." The author argues that there is a need to globalize the content of education, to personalize the methods of education, and to internationalize the social context of education. (Author/NE).

ED214835 S0013966

Arnold, Rick

Education, Society, and the Teaching of Values.

Pub Date 12 Aug 81
Note-56p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Bibliographies; *Developmental Psychology; *Educational Methods; *Educational Philosophy; Elementary Secondary Education; *Learning Processes; Moral Development; Psychoeducational Methods; *School Role; Social Development; Social Psychology; Teacher Role; Theories; Values; Values Clarification
Identifiers-Bruner (Jerome S); Gagne (Robert M); Kohlberg (Lawrence); Piaget (Jean)

Various approaches to educational philosophy and developmental psychology are described. The purpose of the monograph was to review educational philosophy and developmental psychology in relation to educational methodology. The paper is presented in five sections. Section one, the introduction, explains the role of schools in transmitting social values and notes the importance of educational philosophy in this function. Section two defines ten schools of philosophical thought and briefly comments on methodological requirements for applying them to teaching/learning environments. The philosophies include pragmatism, experimentalism, instrumentalism, progressivism, essentialism, existentialism, and authoritarianism. Section three reviews theories of development that are important in helping educators to understand how children learn and, therefore, to choose appropriate methodologies. The author reviews developmental theories of Jean Piaget, Jerome Bruner, Robert Gagne, and Sidney Bijou and Donald Baer. Social development is also discussed in terms of moral development and values clarification. Sections four and five give a brief summary and a bibliography of 62 references. (AV)

ED214836 S0013967

Minorities and Women in Educational Research: Progress Toward Equality. Final Report.

American Educational Research Association, Washington, D.C.
Pub Date Aug 81
Grant-NIE-6-81-0001
Note-72p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-American Indians; Asian Americans; Blacks; Educational Development; *Educational Research; *Females; Higher Education; Hispanic Americans; *Minority Groups; Participant Satisfaction; Participation; Program Descriptions; Program Evaluation; Research Methodology; Research Skills; Summative Evaluation; Workshops

This report evaluates a project to pilot-test workshop materials designed to facilitate increased participation of women and minorities in educational research and development. The pilot test involved three NIE/AERA sponsored workshops organized in conjunction with the 1980 annual meeting of the American Educational Research Association. The piloting was in preparation for seminars to be conducted later in 1980 in Puerto Rico, Virginia, and California. Participants in the pilot workshops were selected to represent Blacks, Hispanics, Native Americans, Asians, and women. Workshop topics were (1) The Researcher in a Political World, (2) Research Project Development and Management, and (3) Research Methods and Evaluation. Formal and informal data were collected for formative and summative evaluation purposes. A general conclusion is that the seminar objectives should be clarified prior to delivery of training sessions. Overall, the seminar received favorable ratings. Included in this report are summaries of workshop content, methods of participant selection, and evaluative comments by participants. Extensive appendices include promotional announcements, letters to applicants, workshop agendas, a list of participants, summary data from evaluation questionnaires, and general comments about the workshops. (AV)

ED214837 SO013968

Helburn, Suzanne W.; Davis, James E.

Preparing to Teach Economics: Approaches and Resources. Revised and Expanded Edition.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Report No-ISBN-0-89994-268-7
Pub Date 82
Contract No-400-78-0006
Note-111p.; Some pages may not reproduce clearly from EDRS in papercopy or microfiche due to broken print type throughout original document.
Available from-Social Science Education Consortium, Inc., 855 Broadway, Boulder, CO 80302 ($7.95).
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Concept Formation; Concept Teaching; Curriculum Design; Curriculum Development; Economics; *Economics Education; *Models; Organizations (Groups); *Resource Materials; Secondary Education; *Teaching Methods

The purposes of this teaching handbook are to provide building blocks necessary for developing a course of study for secondary students in economics and to present resources and references. It is arranged in seven sections. An introductory section describes some economic organizers--the models structure and methods of analysis--that are useful for high school teaching. Section two gives short summaries of the major approaches and rationales for teaching economics, and of different schools of economic thought. Section three describes different approaches to teaching and highlights the importance of motivating students. A series of teaching strategies involving students in active learning is the focus of section four. Section five offers some guidelines for examining economics curriculum materials and reviews a number of resources that form the basis of an economics teacher's personal library. Organizations that offer resources and services for economic educators are identified in section six. The final section provides a selective list of up-to-date resources in the Educational Resources Information Center (ERIC) data base. (Author/NE)

ED214838 S0013970

Lamy, Steven L.; And Others

Teaching Global Awareness with Simulations and Games. Grades 6-12. Global Awareness Series.

Denver Univ., Colo. Center for Teaching International Relations.
Pub Date 81
Note-161p.; Some small print type and colored pages may not reproduce clearly from EDRS in microfiche.
Available from-Center for Teaching International Relations, University of Denver, Denver, CO 80208 ($14.95 plus $2.00 postage and handling).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Advantaged; Civil Liberties; *Concept Teaching; Developed Nations; Developing Nations; Disadvantaged; Economic Development; *Educational Games; Elementary Secondary Education; Ethnic Groups; Futures (of Society); *Global Approach; Individual Needs; International Relations; International Studies; Map Skills; Quality of Life; *Simulation; *Social Studies; Teaching Guides; Technological Advancement

This teaching guide contains 15 simulation/games for students in grades 6-12 on the topic of global awareness. The overall objective is to help students understand various global concepts and social studies content. Specifically, it gives students the chance to experience and understand international/intercultural situations which involve people in all walks of life such as politicians, diplomats, farmers, sharecroppers, and consumers. Students focus on the four global themes of inequality, development and technology, human rights, and basic human needs. For example, in one game, "Self Defense," students divide into countries with pseudonames such as Grainland, Southland, and Northland and unknowingly replay the actions leading to World War I. In another game, "Creating World Maps: Visual Data Charts," students redraw the size of countries to correspond to the amount of oil and food they use and their population. Some activities may be adapted for elementary grades and for the college classroom. Simulations and games are arranged according to difficulty and often subject matter. Each simulation includes an introduction and a list of objectives. Information is given on the grade level, time required, materials needed, procedures to be followed, and instructions for debriefing and follow-up. Supplementary resources such as films and slides are often suggested. A major portion of the guide provides handout materials for teaching the games. (Author/NE).

ED214839 S0013971

Lamy, Steven L.; And Others

Teaching Global Awareness Using the Media. Grades 6-12, Global Awareness Series.

Denver Univ., Colo. Center for Teaching International Relations.
Spons Agency-Denver Univ., Colo. Graduate School of International Studies.; Denver Univ., Colo. School of Education.
Pub Date 81
Note-108p.; Photographs and colored pages may not reproduce clearly in microfiche.
Available from-Center for Teaching International Relations, University of Denver, Denver, CO 80208 ($12.95 plus $2.00 postage and handling).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Advertising; Educational Games; Elementary Secondary Education; *Global Approach; Journalism; Learning Activities; *Mass Media; Political Attitudes; Press Opinion; Social Attitudes; Stereotypes; Teaching Guides; World Affairs

This teaching guide on global awareness contains 15 media-related activities for students in grades 6-12. The objective is to help students see how the media affect their opinions and the roles the media plays in world affairs. The activities are divided into five sections. The first section contains a general survey of the students' knowledge of and attitudes toward the media and a guessing game. Activities in section two deal with print journalism, teaching students to be aware of world news and decisions reporters and editors make as well as to question stereotypic perceptions. Activities in section three cover broadcast journalism. Students analyze TV coverage and the effect of popular radio on social attitudes and political unrest. For example, "Top 40 Political Protests" shows how music played on pop radio affects political and social thinking. In this activity, students fill out questionnaires giving their feelings about what qualities a president of the United States should have. Then they listen to or read the lyrics to "Dear Mr. President" to see how the song affects what they first wrote on the questionnaire. Activities in the fourth section demonstrate the way print and broadcast advertising mold our lives. Each activity contains an introduction; a list of objectives; information on grade level, time required, and materials needed for the activity; suggested teaching procedures; and a list of follow-up activities. The last section contains class handout materials. (Author/NE)

ED214840 S0013972

Koranski, Bruce, Ed.

Teaching about the Consumer and the Global Marketplace. Grades 4-12, Global Awareness Series.

Denver Univ., Colo. Center for Teaching International Relations.
Spons Agency-Denver Univ., Colo. Graduate School of International Studies.; Denver Univ., Colo. School of Education.; Department of Education, Washington, D.C.
Pub Date 81
Note-147p.; Colored pages may not reproduce clearly in microfiche.
Available from-Center for Teaching International Relations, University of Denver, Denver, CO 80208 ($14.95 plus $2.00 postage and handling).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Consumer Economics; *Consumer Education; Economic Change; Economics Education; Elementary Secondary Education; Financial Policy; *Global Approach; Government Role; International Relations; Labor Economics; Learning Activities; Merchandising; Social History; Teaching Guides; World Problems

This teaching guide contains 31 activities for students in grades 4-12 on the topic of the global marketplace. The purpose is to provide students with skills and knowledge to deal with the economic world. The guide is arranged into six parts. The activities address consumer issues from four perspectives. Part one focuses on "Me as a Consumer" using activities such as "Values: What Is Important to Me" and "Why Do I Buy Those Things?" Part two, "The Government and the Consumer," explores issues such as advertising, fiscal and monetary policy, and the Consumer Price Index using activities which focus on concerns of teenagers. "The Consumer: Past, Present, and Future" in part three traces the changes in consumer behavior through history. The activity entitled "2009: What Will Madison Avenue and the Automakers Have for You?" asks students to speculate on the future of the consumer. Finally, in part four, "The Consumer and the World," the issues of trade, labor and capital-intensive systems, imports, inflation, and international cooperation are presented in ways which make the international economic system understandable. Each activity contains an introduction; a list of objectives; and information on grade level, time required, and materials needed. Step-by-step procedures for the activities are provided and often additional activities for the student are suggested. Part five, supplementary materials, includes a set of 25 consumer activity cards for independent student work. For example, students are asked to design a collage that expresses how they view themselves as consumers. Part six consists of class handout materials. (Author/NE)

ED214841 S0013973

Gore, Patrick D.; And Others
Teaching Energy Awareness. Environmental Education Series.
Denver Univ., Colo. Center for Teaching International Relations.
Spons Agency-Denver Univ., Colo. Graduate School of International Studies.; Denver Univ., Colo. School of Education.
Pub Date Aug 80
Note-192p.; Colored pages and small print type may not reproduce clearly in microfiche.
Available from-Center for Teaching International Relations, University of Denver, Denver, CO 80208 ($12.95 plus $2.00 postage and handling).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Basic Skills; Conservation Education; Elementary Secondary Education; *Energy; *Energy Conservation; Futures (of Society); Learning Activities; Prediction; Student Attitudes; Teaching Guides; Teaching Methods
Identifiers-*Energy Education

The major objective of the 32 activities in this teaching guide is to make students aware of energy issues. Although the activities are designed for students in grades 4-12, they can be adapted for younger students and for adults. Departing from the standard expository approaches found in most curriculum materials, these teaching strategies include starter exercises to spur interest in and discussion of topics on energy, data gathering, and using community resources. The first of the six sections contains activities for identifying student attitudes about energy issues. Section two provides activities for teaching vocabulary, map reading, comparison/contrast skills, interdependence concepts, and math skills pertaining to energy topics. Presenting data for studying energy issues is the goal of section three. Activities focus on teaching students how much energy appliances use and alternatives to this kind of energy use. In section four, students are asked to think about what may happen with energy in the future, what people could do to affect energy in the future, and what ideas students would place in an energy platform. The fifth section provides activities for demonstrating, creating, and displaying ideas for energy alternatives. Examples of these special activities are to have students design a T-shirt with a picture of energy, build a solar hot dog cooker, and conduct a poster contest. Each activity contains an introduction; a list of objectives; and information about grade level, time required, and materials needed. The general teaching procedure has a basic skills focus. Often there is a debriefing and question section. The last section contains handouts. (Author/NE).

ED214842 S0013975

Otero, George G., Jr., Comp.
Teaching about Population Issues.
Denver Univ., Colo. Center for Teaching International Relations.
Pub Date Apr 81
Note-86p.; Sponsored by the Graduate School of International Studies and the School of Education. A few pages marginally legible.
Available from-Center for Teaching International Relations, University of Denver, Denver, CO 80208 ($8.95 plus $2.00 postage and handling).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Aging (Individuals); Birth; Critical Thinking; Demography; Discussion (Teaching Technique); Educational Games; Elementary Secondary Education; Females; Food; Learning Activities; Migration Patterns; Minority Groups; Mothers; *Population Education; *Population Growth; Simulation; Teaching Guides
Identifiers-Gross National Product; Population Control
This teaching guide on population issues contains 19 activities for students in grades 7-12. The objective is to analyze population issues that have resulted from human population dynamics. In this guide, four categories of activities are included: some are discussion starters, some provide factual data, some focus on thinking skills, and some are simulation games. For example, "Pop Quotes," is one activity designed to spark students' interest in thinking about population issues. In this activity, students make mobiles, write quotes about population on the mobiles, and hang them around the room. In a simulation game, students role play different members of Congress who must vote on an immigration law. "Changing Migration Patterns to the U.S." is a factual data activity that documents migration patterns with the use of charts. Participants then analyze the meaning of the data. In "Population and Group - It All Adds Up," the focus is on thinking skills. This activity is designed to help the student evaluate the role growth plays in the quality of life. Students collect industrial or Chamber of Commerce ads which reflect the desire for growth or reflect the desire to improve the quality of life. Then students question whether the ad encourages growth

or improves the quality of life. Each activity contains an introduction, a list of objectives, teaching procedures, follow-up activities, and information on time required and materials needed. This guide includes a list of available materials on population/food topics and a list of organizations that can provide additional information on these topics. (Author/NE)

ED214843 S0013976

Johnson, Jacquelyn S.

Teaching about Conflict: Northern Ireland. Cultural Studies Series, Volume 5.

Denver Univ., Colo. Center for Teaching International Relations.
Spons Agency-Denver Univ., Colo. Graduate School of International Studies.; Denver Univ., Colo. School of Education.; Office of Education (DHEW), Washington, D.C.
Pub Date Nov 78
Note-268p.; Reprinted materials may not reproduce clearly in microfiche.
Available from-Center for Teaching International Relations, University of Denver, Denver, CO 80208 ($14.95 plus $2.00 postage and handling).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Comparative Analysis; *Conflict; *Conflict Resolution; Elementary Secondary Education; Learning Activities; Map Skills; Modern History; Problem Solving; Social Cognition; Teaching Guides
Identifiers-*Northern Ireland

This teaching guide contains 20 activities for students in grades 6-9 on the topic of conflict in Northern Ireland. These materials can be adapted to lower and higher grade levels. Objectives are to examine the conflict in Northern Ireland, to discern ways a conflict escalates and can be peacefully solved, and to compare the perceptions of the different groups engaged in the conflict. These are activity-centered materials. For example, using post cards from both countries, students compare cultural and geographic aspects of their state to Ireland. Students improve geographic skills as they sketch Ireland on a map of their own state. They examine primary resources collected in Ireland as they assess the perceptions and act out the roles of the various groups involved in the conflict, attempting to resolve the conflict peacefully. An affective component is provided for students as they view a slide-tape about the conflict and discuss human rights. Each activity contains an introduction, a list of objectives, information on the time required for the activity, and a statement about the materials needed. A step-by-step listing of the teaching procedures is included. Materials to accompany the activity are provided, optional activities are suggested, and additional resource materials are listed. (Author/NE)

ED214844 S0013979

Levy, Margo; Otero, George
Conflict Activity Cards.
Denver Univ., Colo. Center for Teaching International Relations.
Spons Agency-Denver Univ., Colo. Graduate School of International Studies.; Denver Univ., Colo. School of Education.
Pub Date 80
Note-40p.; Colored pages may not reproduce clearly in microfiche.
Available from-Center for Teaching International Relations, University of Denver, Denver, CO 80208 ($8.95 plus $2.00 postage and handling).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Conflict; Conflict Resolution; Controversial Issues (Course Content); *Language Arts; Learning Activities; *Problem Solving; Secondary Education; *Skill Development; *Social Studies
These action oriented activity cards dealing with conflict situations are for use with secondary students. The cards are intended to supplement any course dealing with conflict, including U.S. history, sociology, English, literature, economics, area studies, or political science. The cards are organized by color into certain broad categories which represent a progression of difficulty. The pink cards ask students to identify and define various conflicts and methods for resolving conflicts. For example, one pink card activity asks students to "cut out newspaper articles that involve some kind of conflict." They are then asked to "sort them in as many categories" as possible. Examples of categories--local, national, international or friendly, hostile--are provided. The yellow cards enable students to comprehend the elements making up conflict situations and to analyze these elements in order to extend their understanding of the basic concept. The blue cards ask students to apply their understanding in actual situations, where they will use the skills developed by the earlier activities to enable them to resolve conflicts. (Author/RM)

ED214845 S0013980

Smith, Gary R.

Values and Music: Some Comparisons Between the U.S. and China and Japan. An Experimental Unit.

Denver Univ., Colo. Center for Teaching International Relations.
Spons Agency-Denver Univ., Colo. Graduate School of International Studies.; Denver Univ., Colo. School of Education.; Office of Education (DHEW), Washington, D.C.
Pub Date 78
Note-40p.
Available from-Center for Teaching International Relations, University of Denver, Denver, CO 80208 ($6.95 plus $2.00 postage and handling).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Asian Studies; Comparative Analysis; *Music; Political Socialization; Secondary Education; Social Change; *Social Studies; *Social Values; Teaching Guides; Units of Study; Work Attitudes
Identifiers-China; Japan; United States

Designed to help secondary students recognize that a country's music both reflects and reinforces cultural values, this unit involves students in comparing the music of the United States, China, and Japan. The unit could be used as part of an Asian history or Western history course. The approximate time required for the unit is 12 class periods. Student handouts are provided. The unit begins by asking students to think about reasons why they enjoy music. A format for examining personal reasons for their listening habits evolves from this process. The materials then ask students to examine the idea that music is both a reflection and a reinforcer of cultural values. Three specific themes are explored and compared. Political socialization is examined and compared in the form of patriotic music and its similarity in function. Attitudes toward work as reflected in music are examined. And third, students are asked to infer the phenomenon of change, first in their own society, then in Chinese society by comparing music in different time periods. The culminating activity of the unit asks students to look at the three societies as common members of a single planet. Students role-play visitors from outer space. Questions are structured to elicit similarities among earth creatures in terms of their music. (Author/RM)

ED214846 S0013981

Benegar, John

Teaching Writing Skills: Global Issues. Skills Series, Volume 3.

Denver Univ., Colo. Center for Teaching International Relations.
Pub Date 78
Note-125p.; The Center is a joint project of the School of Education and the Graduate School of International Studies. Small and broken print type may not reproduce clearly in microfiche.
Available from-Center for Teaching International Relations, University of Denver, Denver, CO 80208 ($9.95 plus $2.00 postage and handling).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Creative Writing; Descriptive Writing; *Global Approach; Intermediate Grades; *Language Arts; Learning Activities; Secondary Education; *Social Studies; Teaching Guides; Writing Exercises; Writing Instruction; *Writing Skills

Social studies and language arts teachers can use these self-contained activities to teach writing skills to students in grades 6-12. Some of the activities have a global approach requiring students to write about topics such as human rights and cultural differences. Information provided for each activity includes an introduction, objectives, time required, materials needed, and teaching methods. The guide is organized into 13 sections which comprise half of the publication. The other half

contains student handouts. Section I is an introduction. Section II contains an activity which helps students explore some of the reasons for the use of writing. Students are presented with 17 writing motivators in the activity presented in section III. The activity in section IV contains ten suggestions for improving writing in the social studies. Twenty five ways to stimulate creative writing, such as make a comic book, write words to a piece of music, or keep a journal are presented in section V. The activities in section VI help students write about their personal experiences. For example, students take turns interviewing one another and then write personal biographies. In the activities in section VII, students have the opportunity to explore their senses and to use that experience as material for their writing. For example, students collect pictures and then describe or tell a story about what they see. The role of language in writing is the topic of activities in section VIII. Activities in sections IX through XII deal with clarity in writing, perspective and writing, perspective in the news, and the language of protest. The publication ends with a resource list in section XIII. (Author/RM)

ED214847 S0013982

Webb, Farren
Teaching Consumer Skills and How to Survive in America.
Denver Univ., Colo. Center for Teaching International Relations.
Pub Date 80
Note-160p.; The Center is a joint project of the School of Education and the Graduate School of International Studies. Colored pages and small print type may not reproduce clearly in microfiche.
Available from-Center for Teaching International Relations, University of Denver, Denver, CO 80208 ($10.95 plus $2.00 postage and handling).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Consumer Education; *Daily Living Skills; Food; Home Economics Education; Interdisciplinary Approach; Job Skills; Language Arts; Learning Activities; Marriage; Mathematics Education; Money Management; Parenthood Education; Psychology; Secondary Education; *Skill Development; *Social Studies; Sociology; Teaching Guides; United States History

These consumer education activities will help secondary students become aware of the social and economic problems they will be encountering after they graduate. Interdisciplinary in nature, the activities can be used in a number of ways. They can be integrated into the curriculum through U.S. history, modern problems, sociology, psychology, home economics, mathematics, and language arts courses. Or teachers could do a month-long unit on consumer skills. The activities have been grouped according to the following topics: surviving on your own; jobs; money; comparative shopping skills; food; schedules and contracts; housekeeping; love, marriage, and divorce; and parenting skills. The activities are many and varied. Some examples follow. Students fill out job applications, write resumes, balance checkbooks, develop a budget philosophy, analyze advertising, plan a well-balanced set of meals for one week, determine the cost of marriage and divorce, and clarify their values about parenting. The kind of information provided for each activity includes an introduction, student objectives, grade level, time required, materials needed (handouts are included), teaching procedures, and debriefing suggestions. (Author/RM)

ED214848 SO013983

Smith, Gary R.
Skills for the Future.
Denver Univ., Colo. Center for Teaching International Relations.
Pub Date Sep 79
Note-78p.; Sponsored by the Graduate School of International Studies and the School of Education.
Available from-Center for Teaching International Relations, University of Denver, Denver, CO 80208 ($7.95 plus postage and handling).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Creative Thinking; *Futures (of Society); Interdisciplinary Approach; Intermediate Grades; Learning Activities; Mathematical Concepts; Mathematics Education; Problem Solving; Secondary Education; *Skill Development; *Social Studies; Teaching Guides
This publication contains two miniunits to help students in grades 7-12 build skills for the future. The exercises can also be adapted for use in grades 4-6. Each of the miniunits contains several exercises to build specific skills. Miniunit One, "The Arithmetic of Growth," deals with two concepts--exponential growth and doubling time. These two concepts were singled out as appropriate skills for students to develop because they bring into focus the enormous numbers involved in the future of the growth of energy demand and technology. Students are first given a five-question pretest to determine their understanding of the arithmetic of exponential growth. A simple exercise helps them see the relationship between a million and a billion. Other exercises include having students draw a line graph of exponential growth and having them do some compound interest problems. Miniunit Two, "Lateral Thinking for Creative Problem-Solving," attempts to present concrete ways to enhance the creative-thinking process for attacking specific personal and societal problems. The exercises in this second miniunit provide an opportunity for the practical use of lateral thinking so that students may acquire the lateral thinking habit. Lateral or "zig-zag" thinking, as it is sometimes called, is a means of broadening the scope of alternatives in problem solving by allowing oneself to think about the problems more than the solutions. (Author/RM)

ED214849 S0013988

Tyler, June; Manning, David L.

A Guide to Curriculum Development in Social Studies.

Connecticut State Dept. of Education, Hartford. Bureau of Elementary and Secondary Education.
Pub Date 81
Note-114p.
Available from-SSEC Publications, Social Science Education Consortium, Inc., 855 Broadway, Boulder, CO 80302 ($8.95).
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Course Content; *Curriculum Development; Curriculum Guides; Definitions; Educational Objectives; Elementary Secondary Education; Evaluation Methods; Media Selection; Needs Assessment; Program Implementation; School Community Relationship; Skill Development; *Social Studies; Teaching Methods; Values Education

This guide presents a framework and offers alternatives for developing a logical and consistent K-12 social studies scope and sequence. Although written for use by Connecticut educators, the guide can be used by educators in any state. There are nine sections to the guide. Section one contains a definition of social studies. Section two deals with the curriculum development process and includes a discussion of needs identification, school and community relationships, implementation, and evaluation. Rationale and goals are discussed in the third section. Section four deals with the content of the social studies. Discussed are the social science disciplines, skills, and values. Patterns and construction of scope and sequence are the topics of section five. Section six examines many different types of instructional techniques, including lecture, directed discussion, case studies, games and simulations, and independent study. How to select instructional materials is dealt with in section seven. Evaluation and implementation of the guide are the topics of section eight and nine respectively. Included in the appendices are many useful materials including the names and addresses of professional organizations that can provide assistance to social studies curriculum developers, policy statements concerning teaching about controversial issues, sample history objectives, and affective teaching models. (RM)

ED214850 S0013990

Berryman, Charles

Undisciplined Social Studies: An Analysis of NCSS Programs, 1976-1980.

Pub Date Mar 82
Note-14p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Conferences; *Definitions; *Educational Objectives; Educational Practices; Educational Research; Elementary Secondary Education; Problems; *Social Studies; State of the Art Reviews
Identifiers-*National Council for the Social Studies

This study has two objectives: (1) to classify and analyze the content of the National Council for the Social Studies (NCSS) annual meetings for the last five years; and (2) to suggest implications of the findings within the context of historical definitions, contemporary problems, and long-range goals and objectives of the social studies. Data are the content of the sessions of the annual meetings of NCSS for the years 1976-1980 as published in meeting programs. In the analysis of the data, three major components were identified and studied: content area, primary objective of each session, and presence of a research base. Conclusions follow. As evidenced by professional practice, social studies is very broad and not systematically organized even within specific content areas. Social studies as practiced is only tenuously related to the traditional academic disciplines that the public presumes to be social studies. Social studies is predominately concerned with contemporary social problems; it is a reactive profession. There is little evidence of organized attempts to find definitive answers to persistent problems. Professional practice, particularly as it relates to classroom practices, has a very thin research base. (Author/RM)

ED214851 S0013995

Thomas, Howard Y.

Students Who Are 18 or Soon Will Be: Help Them Prepare To Exercise Their Right To Vote. Project 18.

South Carolina State Dept. of Education, Columbia. Curriculum Development Section.
Pub Date 82
Note-28p.; Some pages may not reproduce clearly due to small, broken, and blurred ink.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Citizen Participation; *Citizenship Education; Citizenship Responsibility; High Schools; Learning Activities; Voter Registration; *Voting; Voting Rights
Identifiers-South Carolina

The background material and activities in this publication will help prepare high school students to exercise their right to vote. Although written specifically for use in South Carolina, the publication can easily be adapted for use by teachers in other states. Examples of the different kinds of materials and activities follow. One activity discusses the requirements for voting in South Carolina in state and local elections. Regulations are listed and an application for registration is provided. Students set up mock registration. Students also arrange for a member of the County Board of Registration to come to the school and actually register all eligible students. Another activity presents facts to discuss concerning primary, municipal, and general elections. Students study and discuss an official ballot for a general election in South Carolina. Absentee voting is the topic of another activity. Facts to discuss are presented. Students complete an application for absentee voter registration. The materials and activities in the last section of the publication urge students to take the time to prepare themselves to be responsible voters. Facts to discuss and discussion questions are presented. Many activities are suggested. For example, students are asked to interview local candidates to form their own campaign organization for a candidate who is running for reelection to a public office, to set up a model legislature and introduce a bill to solve a problem which they have researched, and to write an inauguration speech on being elected the President of the United States. (Author/RM)

ED214852 S0013999

Jennings, Jerry T.
Characteristics of American Children and Youth: 1980. Current Population Reports, Special Studies Series P-23, No. 114.
Bureau of the Census (DOC), Suitland, Md. Population Div.
Pub Date Jan 82
Note-71p.; Some pages may not reproduce clearly in microfiche.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock Number 003-001-91527-8, $4.50).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Birth Rate; *Census Figures; *Children; Crime; Death; *Demography; *Economic Status; Education; Employment Level; Family Status; Income; Infant Mortality; Labor Force; Marital Status; Migration; Occupations; Population Distribution; Population Growth; *Social Characteristics; Tables (Data); Voting; *Youth
This report presents a statistical portrait of the demographic, social, and economic characteristics of American children and youth. The source of the data in U.S. government sources includes surveys, censuses, and vital statistics. In general, children are defined as persons under 14 years old, and youth as persons 14 to 24 years old. Exceptions to these age divisions sometimes occur in the report because of data restrictions by age. The analyses trace changes among children and youth in the areas of population growth and distribution, migration, education, family and marital status, living arrangements, fertility, mortality and health, labor force participation, occupation, income and poverty status, voting, and crime and victimization. Some historical perspective on the current socioeconomic conditions of American children and youth is also provided in the report. Selected topics are examined in time series beginning with 1950; trend data for other subjects are shown for a more recent time span. Some highlights of the report include the following: (1) in 1980, 92 million people (or about 4 out or every

10 Americans) were under 25; (2) a general movement away from early marriage has been noted in recent years; (3) 53 percent of all children under 18 in 1980 who were living in families had mothers in the labor force; (4) 43 percent of children under 6 had mothers who were working or seeking work; and (5) 50 percent of youths 18 to 24 voted in 1972 while only 40 percent voted in 1980. (Author/RM)

ED214853 S0014001

An Approach to Learning through the Arts: Final Report, 1980-1981.
District of Columbia Public Schools, Washington, D.C. Dept. of Research and Evaluation.
Spons Agency-Office of Elementary and Secondary Education (ED), Washington, D.C.
Pub Date Dec 81
Note-62p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Art Education; Dance; Drama; Elementary Education; *Fine Arts; Inservice Teacher Education; *Interdisciplinary Approach; Movement Education; Music Education; Program Descriptions; Program Evaluation; Skill Development; Visual Arts

This final report describes the objectives, the evaluation design, and the findings of a project which provided training and support to elementary teachers to enable them to integrate drama, dance/movement, visual arts, and music into their daily academic programs. The project had two main components carried out by an arts team with members representing the various arts. The first component was demonstration lessons. Classroom teachers selected the art form in which they wished to participate. Presentations were made in the classroom by arts team members, of specific art activities in dance/movement, drama, and music, demonstrating ways in which the skills could be used to support and supplement other curriculum and developmental areas. The classroom teachers followed up the presentations by providing opportunities for students to practice and refine the skills and understanding taught by the special teachers. The second component was an inservice course offered each semester to provide training for teachers. The course consisted of 15 sessions of two hours each. The project evaluation followed the Planning, Monitoring and Implementation (PMI) Model for Decision-Making which was developed by the Division of Quality Assurance, District of Columbia Public Schools. The PMI model is included in the appendices. Project staff developed tests to evaluate student progress. Findings indicate that the project was very successful. (Author/RM)

ED214854 SO014010

Mazrui, Ali A.

The Moving Cultural Frontier of World Order: From Monotheism to North-South Relations.

Institute for World Order, New York, N.Y.
Spons Agency-World Order Models Project.
Report No-ISBN-0-911646-11-6; WOMP-WP-18
Pub Date 82
Note-26p.; Paper presented at the Working Group on "Culture, Power and Global Transformation" of the World Order Models Project (Lisbon, Portugal, July 13-20, 1980).
Available from-Institute for World Order, 777 United Nations Plaza, New York, NY 10017 ($2.00, 5-25 copies, $1.50).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Christianity; *Cultural Differences; Cultural Influences; *Global Approach; International Law; *International Relations; Islamic Culture; Judaism; Peace; Politics; Religion; *Religious Differences; *World Affairs; World Problems
Identifiers-Marxism; *World Order

This essay argues that the history of the international system has revolved around a moving frontier of cultural exclusivity. It is one of a series of working papers commissioned by the World Models Project in its effort to stimulate research, education, dialogue, and political action aimed at contributing to a movement for a just world order. Originating under monotheism, the cultural frontier has been characterized by a persistent "us/them" dichotomy. Civilizations which anthropomorphized God in monarchical terms tended to divide the world between the God-fearing and sinner. This tendency was reinforced by the culture of politics which differentiated supports from adversaries. Both were embodied in early international law such that a system of rules for civilized nations did not apply to "them"--the rest of the world--thus opening the door to imperialism and eventual class stratification in the international system. Although the cultural frontier has been moving due to secular challenges, the major challenges to Judaeo-Christian monotheism--Marxism and Islam--are themselves dualistic: the Marxist dialectic is inherently of this nature as is the tension between good and evil in Islam. The interrelationship between major cultural themes in today's world, coupled with a developmental system of stratification which is based on technical know-how, suggests that important but hidden problems of a cultural nature are contained in the world order agenda. (Author/RM)

ED214855 S0014018

Brown, Lester R.; Shaw, Pamela

Six Steps to a Sustainable Society. Worldwatch Paper 48.

Worldwatch Inst., Washington, D.C.
Spons Agency-United Nations Fund for Population Activities, New York, N.Y.
Report No-ISBN-0-916468-47-X
Pub Date Mar 82
Note-64p.
Available from-Worldwatch Institute, 1776 Massachusetts Avenue, N.W., Washington, DC 20036 ($2.00, quantity discounts available).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Agricultural Production; Energy Conservation; Forestry; *Global Approach; Natural Resources; Population Growth; Recycling; Repair; Soil Conservation; *World Problems

This paper discusses six steps which must be taken on a global level to put society on a sustainable path. Of the various steps none is more important than bringing population growth to a halt. The official United Nations medium-level population projects, used by planners throughout the world, show world population reaching some 10.5 billion before eventually stabilizing a century or more from now. It is recommended that the world population be stabilized at the six billion level by the year 2000. The second step to a sustainable society is protecting the croplands that are the main source of food worldwide. An understanding that soil loss eventually means less and costlier food is needed if a national soil conservation ethic is to be adopted. The third step is reforesting the earth. The World Bank now supports community-based forestry projects along with the commercial timber ventures it has traditionally backed. The fourth step is to repair, reuse, or recycle goods. The fifth and sixth keys to the evolution of a sustainable society is the conservation of energy and the development of renewable energy. (RM)

ED214856 S0014020

Lippman, Harold B., Ed.; Van Meter, Elena, Ed.
The Federalist Papers Reexamined.
League of Women Voters Education Fund, Washington, D.C.
Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C.
Pub Date 77
Note-219p.; Headings may not reproduce clearly in microfiche.
Available from-League of Women Voters, Publication Sales, 1730 M Street, N.W., Washington, DC 20036 ($5.00, 10% discount on 11-50, 15% discount on 51-500, 20% discount on 501-1000 copies).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Citizen Participation; Community Involvement; Community Programs; *Constitutional History; *Government (Administrative Body); Government Role; Political Issues; *Political Science; Politics; Presidents; Primary Sources; *Public Affairs Education; Seminars; *United States Government (Course)
Identifiers-Bill of Rights; *Federalist Papers

Six pamphlets provide the springboard for community discussion on constitutional history by summarizing the main themes of seminars sponsored by the League of Women Voters. The "Federalist Papers" were used as a point of departure to promote discussion on the continued efficacy of the political principles and structures established in our country two hundred years ago. The "Federalist Papers" were a series of articles addressed to the people of the state of New York by Alexander Hamilton, James Madison, and John Jay. They are important today because they contain perhaps the most complete and profound original record we have of the founders' thoughts on government and the American constitutional experiment. Each of the six seminars, attended by League participants, historians, journalists, lawyers, political scientists, and public officials, was loosely structured around a core reading list including the "Federalist Papers" and discussion questions sent to participants in advance. The Bill of Rights, Congressional performance, the American Presidency, judicial power, and American federalism were among the topics discussed. The pamphlets summarize the themes that emerged in the course of the discussions. The contents include edited seminar dialog, selected passages from "The Federalist," questions for further discussion, and bibliographies of additional readings. A community guide suggests ways to get communities around the country to reexamine the "Federalist Papers." (Author/RM)

ED214857 SP019160

Dickson, George E.

Basic Education: Fundamentally a Concern for Competent, Effective Teachers.

Pub Date 81

Note-19p.; Paper presented at the World Assembly of the International Council on Education for Teaching (28th, Cairo, Egypt, August 9-14, 1981).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Academic Achievement; *Classroom Observation Techniques; *Competency Based Teacher Education; Higher Education; Preservice Teacher Education; *Student Evaluation; Student Teachers; *Teacher Behavior; Teacher Characteristics; Teacher Effectiveness; *Teaching Skills

Identifiers-University of Toledo OH

The competency based teacher education (CBTE) program at the University of Toledo (Ohio) is constructed around ten basic goals which are behaviorally stated and cover the fundamental tenets of the American educational system. To evaluate the program, the goals were examined in relation to five contexts which were identified as being of major importance to teacher education: (1) instructional organization; (2) educational technology; (3) contemporary learning-teaching processes; (4) societal factors in schooling; and (5) and research. Two

observational systems were used to assess student teaching experiences. One required the observer to make substantial inferences as to what competencies were being demonstrated by the student teacher and the quality of the demonstration. The behavior of the teacher was not recorded. The observer worked from a stated set of indicators and descriptors for the competencies to be measured and made a judgment as to how well teacher performance fit the indicators and descriptors. The other assessment method involved observing and recording specific teacher and student behaviors. In this description of the evaluation process a chart is included illustrating the structure of the University of Toledo CBTE program and a conceptual diagram of the elements involved in teacher research and evaluation. Two graphs offer profiles of the mean competency scores for the university's student teachers obtained by the two methods of observation used in the study. (JD)

ED214858 SP019176

Secondary Physical Education Curriculum and Resource Guides. 1980.
British Columbia Dept. of Education, Victoria. Curriculum Development Branch.
Pub Date 80
Note-138p.
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Athletics; Curriculum Development; Dance; Flexible Progression; Foreign Countries; Gymnastics; *Nongraded Instructional Grouping; Outdoor Activities; *Physical Activity Level; *Physical Education; Physical Fitness; Program Evaluation; *Psychomotor Skills; Secondary Education; Secondary School Students; State Curriculum Guides; *Student Evaluation; Swimming
Identifiers-*British Columbia; Team Sports

This guide for a suggested secondary school physical education program is in two parts. The first part, a curriculum guide, contains general statements outlining program content and rationale, goals and learning outcomes, and growth and developmental characteristics of junior and senior high school students. Program management, teaching methods, and student evaluation are also addressed. In the second part, a resource guide, nonprescriptive activity sequence charts list skills and skill levels for activities in seven categories: (1) team games; (2) individual and dual activities; (3) gymnastics; (4) dance; (5) aquatics; (6) fitness; and (7) outdoor pursuits. Within each activity category, specific skills are listed, with suggested student ability levels at which they can be introduced, regardless of student grade level. Learning outcomes for affective, cognitive, and psychomotor domains are provided for each category. Instructional techniques for implementing the levels approach are introduced, with sample applications for junior and senior high school tennis and volleyball. Aspects of program evaluation and grading guidelines are discussed, and a program implementation outline and flow chart are provided. (FG)

ED214859 SP019461

Sterling, Carol; And Others

Support for School Arts Programs. A Sourcebook of Ideas for Promotion of Any School Program. How To Do It.

Educational Improvement Center-Central, Princeton, NJ.
Pub Date Sep 81
Note-38p.
Available from-Educational Improvement Center-Central, 3684 U.S. Route #1, Building #1, Princeton, NJ 08540 ($2.00).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Advocacy; Art Education; Budgeting; Educational Legislation; Financial Support; *Fine Arts; *Lobbying; *Mass Media; Program Development; *Publicity; *Public Relations; Resource Allocation

This booklet was designed as a guide for arts educators and contains ideas that can be used to generate interest and support for school arts programs. The first section is devoted to public relations. It contains suggestions on dealing successfully with the media in promoting arts programs. Included are such topics as getting coverage for arts events, establishing good public relations with individuals who can help to publicize events, and writing news releases. Section 2 offers suggestions on how to build support for an arts program by forming support committees, obtaining support from other organizations and groups, conducting effective committee meetings, and public speaking. In the third section, a discussion on forming a united effort to find financial support for an arts program emphasizes organizing a team effort that will be an effective tool for active advocacy of the arts. A resource directory of advocacy groups in New Jersey is included in this section. Section 4 presents suggestions on how to influence state legislators on funding for arts programs. Ways of creating legislator interest in a bill, obtaining community support, and establishing relationships with people who can assist in bringing pressure on the legislature are outlined. Three sample letters to legislators are included. The final section offers a list of New Jersey arts organizations and agencies that can help promote arts programs. (JD)

ED214860 SP019462

Sterling, Carol; And Others

Arts Proposal Writing. A Sourcebook of Ideas for Writing Proposals for Any School Program. For People Who Thought They Couldn't Write a Proposal, or Wouldn't Ever Need to And for Those Who Didn't Even Realize They Had a Proposal to Make.

Educational Improvement Center-Central, Princeton, NJ.

Pub Date Jan 82

Note-49p.

Available from-Educational Improvement Center-Central, 3684 U.S. Rt. #1, Building #1, Princeton, NJ 08540 ($2.50).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Art Education; Budgeting; Federal Aid; *Financial Support; *Fund Raising; Goal Orientation; *Grantsmanship; Needs Assessment; *Proposal Writing; Public Agencies; State Aid

Step-by-step instructions on how to write a proposal for funding a program are given in this booklet. While many of the examples are related to the needs of arts educators, the information and procedures can be adapted to other situations. In a workbook approach, 36 questions are posed to clarify objectives and needs, including planning a budget, determining staff and facilities, and evaluating and disseminating of program results. Also offered are suggested techniques for identifying appropriate funding sources and approaching foundations, businesses, and government sources. A selected bibliography of publications on fund raising is appended as well as a list of eight elements of a good proposal, a sample budget, and a test to score proposal effectiveness. (JD)

ED214861 SP019463

Sterling, Carol; Bolin, Mary Jane

School Art/Music Assessment Manual. A Closer Look At Your District's Art/Music Program For Purposes Of Gaining And Maintaining Support For Arts Education.

Educational Improvement Center-Central, Princeton, NJ.
Pub Date 80
Note-67p.
Available from-Educational Improvement Center-Central, 3684 U.S. Route #1, Building #1, Princeton, NJ 08540 ($1.50).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Administrator Attitudes; Art Activities; *Art Education; *Art Teachers; Creative Activities; Curriculum Evaluation; Elementary Secondary Education; Exceptional Persons; Inservice Teacher Education; *Music Education; Music Facilities; *Music Teachers; *Program Evaluation; Program Improvement; Scheduling; Standardized Tests; Student Attitudes; Student Evaluation

This manual offers a model to assist educators in evaluating the music and art programs in elementary and secondary schools. Assessment is conducted by means of teacher observations and interviews with students, parents, and teachers. Rating scales, check lists, questionnaires, and fact sheets are provided for evaluating selected elements in school art and music departments: (1) student performance (skill); (2) student performance (knowledge); (3) student performance (attitudes); (4) art/music curriculum; (5) scheduling; (6) facilities; (7) arts events in and outside school; (8) support from administrator, school board members and school districts; (9) arts provisions for those with special needs; (10) art/music teacher professional development; and (11) community involvement. A list of standardized tests for students in arts and music programs is included, as well as information on materials available for assessment of the arts in education programs. (JD)

ED214862 SP019548

Clark, David L.; Amiot, Mary Anne

Opportunities for Schools of Education to Foster Practitioner Involvement in the Improvement of Teaching.

Pub Date Feb 81
Note-30p.; For related document, see ED 213 663.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Decision Making; Educational Improvement; Educational Research; *Governance; Higher Education; *Inservice Teacher Education; *Research Utilization; School Role; *Schools of Education; *Staff Development; Teacher Education Programs; *Teacher Participation; Technology Transfer

A review and analysis of a report on school practitioner involvement in improvement of educational practice is presented with additional inferences on the ability of schools of education to foster practitioner involvement. In the first section, research is reviewed in three areas of educational practice in which teachers may be involved: (1) knowledge production, or research and development; (2) knowledge utilization or dissemination; and (3) governance of and decision making about staff development programs. An assessment of the research findings concludes that there are more successful cases of teacher involvement with knowledge utilization than there are with knowledge production or planning of staff development programs. The second section examines factors that affect the involvement of schools of education with practitioners in improving teaching skills. In the conclusion, an assessment of the first section's research findings is discussed. Several factors inhibiting practitioner involvement in staff development are conceded, but a positive forecast for more practitioner involvement is made. Recommendations involve increasing teacher participation and activities among schools, colleges, and departments of education, federal and local education agencies, and teacher associations. Activities to promote practitioner involvement in knowledge dissemination and governance activities should be particularly emphasized in future collaborative programs. (FG)

ED214863 SP019563

Stayrook, Nicholas; And Others
Technical Status Report on Staff Development. Final Report.
SRI International, Menlo Park, Calif.
Spons Agency-Department of Education, Washington, D.C.
Pub Date Jan 82
Contract No-HEW-300-78-0289
Note-103p.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Educational Cooperation; *Faculty Development; *Federal Regulation; Government School Relationship; *Inservice Teacher Education; *Participant Satisfaction; Program Design; *Program Effectiveness; School Districts; Schools of Education; *Teacher Education Programs; Training Methods
Identifiers-*Teacher Corps

Staff development activities for teachers in 20 Teacher Corps projects were analyzed for this report. The primary sources of data were documentation essays and interviews, although self report and demographic questionnaires and training logs were also used. Hypotheses were generated from Teacher Corps Rules and Regulations, research literature, and site visit experiences. The documentation essays are analyzed in two sections. The first section discusses essays written in 1979 on project training practices and the subject focus of the training. In the second section, essays written in 1980 on the contributions of the Teacher Corps to inservice teacher training are discussed. The essays addressed four factors: (1) the impact of federal rules and regulations on staff development programs; (2) the implementation of programs in local schools; (3) Teacher Corps contributions to the local education agency's personnel development system; and (4) the impact of the programs on institutions of higher education. Appendices provide guidelines for writing two documentation assignments. (FG)

ED214864 SP019609

Munby, Hugh

The Place of Teachers' Beliefs in Research on Teacher Thinking and Decision Making, and on Alternative Methodology.

Spons Agency-Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
Pub Date Dec 81
Note-45p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (5th, Austin, TX, February 11-13, 1982).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Classroom Environment; Classroom Observation Techniques; Classroom Research; *Cognitive Processes; *Decision Making; Research Methodology; *Research Needs; Research Problems; Self Evaluation (Individuals); *Teacher Attitudes; *Teacher Behavior; *Teacher Characteristics; Teacher Evaluation; Teacher Response

Research on teacher thinking generally has failed to take into account teacher beliefs and understandings in both research methodology and in interpretation of data. Two models prevail in research on teacher thinking. The decision making model, which has undergone several modifications, tends to focus on explaining and understanding deliberate teacher activity. The second model for research on teacher thinking is the cognitive information process model, which focuses on how the teacher limits and structures the complex environment into what are called "problem spaces," which essentially are simplifications of environmental components. A review of research dealing with teacher thinking reveals that inadequate attention to the beliefs of both the teacher and the researcher can seriously weaken the inferences drawn. Problems arise when assumptions are made about teacher perceptions, when inadequate survey instruments are used, and when it is not recognized that teachers can have several widely varied and complex types of beliefs. An alternative methodology is being used to understand the various beliefs that drive teachers to plan and teach in different ways. The technique involves the identification, through interviews with teachers, of constructs or beliefs that form a grid that can be analyzed factorially. After discussion and analysis with the teacher, patterns of underlying factors emerge and lead to understanding of relationships and significant behaviors. This methodology could be used with lesson observation and stimulated recall to produce an effective research tool on teacher thinking. (FG)

ED214865 SP019701

The Effective Teacher. Position Paper.
Teacher Education Conference Board, Albany, NY.
Pub Date Oct 81
Note-14p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Individual Development; *Interpersonal Competence; Outcomes of Education; *Peer Relationship; *Self Esteem; Student Teacher Relationship; Teacher Associations; *Teacher Characteristics; Teacher Education; *Teacher Effectiveness; Teacher Evaluation; Teacher Participation; *Teacher Role; Teaching Models

Effective teachers not only remain abreast of new developments in their fields, but strive toward increased mastery of teaching skills by continually extending and refining the specialized knowledge acquired prior to entering the profession. Teachers are expected to lead active intellectual lives and to evince a breadth of erudition that will furnish students with a model of cultivated intellect. The effective teacher participates in periodic review of educational goals with sensitivity to changing societal circumstances and requirements. Effective teachers plan carefully both what is to happen in their classrooms and what is to result from it, so that precious class time will not be wasted for lack of preparation. They exhibit flexibility in taking advantage of unexpected opportunities for enrichment and in dealing with students' difficulties when they become evident. Effective teachers make their influence felt both in the formal deliberations of the faculty and its committees and in informal discussions and conversations among colleagues. To remain at the forefront of their craft, effective teachers take full advantage of the resources offered by professional associations and unions. They are ambassadors of education in the communities in which they teach or reside, helping their fellow citizens to understand what the schools are trying to do and accomplish, learning what is expected of the schools, and working with the community to improve the schools. (JD)

ED214866 SP019709

Mastery Learning Developer's Guide. How to Develop Tests and Teaching Materials for all Types of Mastery Learning Students. Especially for Teaching Consumer Education and Basic Competencies to Teenagers and Adults who are Deficient or Reluctant Readers.

Laubach Literacy International, Syracuse, NY.
Spons Agency-Office of Consumer's Education (ED), Washington, D.C.
Report No-ISBN-0-88336-367-4
Pub Date Jan 82
Note-166p.
Available from-New Readers Press, Div. of Laubach Literacy Intl., 1320 Jamesville Ave., Box 131, Syracuse, NY 13210 ($7.00).
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Adult Basic Education; Classroom Techniques; Criterion Referenced Tests; *Educationally Disadvantaged; Educational Objectives; Elementary Secondary Education; Field Tests; Instructional Materials; Low Achievement; *Mastery Learning; *Material Development; Program Development; Reading Difficulties; Remedial Instruction; Student Evaluation; *Test Construction

This guide was designed for developers of mastery learning materials for competency based learning situations. Topics include: (1) how mastery learning works and how the mastery learning process can be used in the classroom; (2) the advantages of mastery learning; (3) how to determine if mastery learning is right for student needs; (4) how to create the necessary support for the development project within an organization; (5) how to plan for a development project; (6) how to analyze the learning objectives of a unit, course, or program; (7) how to design and develop test blueprints, domain specifications, and items for criterion referenced tests; (8) how to determine test length, testing frequency, and related problems; (9) how to design and develop correlated remedial materials; (10) how to design and carry out pilot tests of mastery learning draft materials; and (11) how to revise drafts based on pilot test findings. Practical suggestions are included for authors, editors, artists, and others in the development process. (Authors/JD)

ED214867 SP019739

Smith, Roy L.; McCarthy, Marilyn Bartlett
Teacher Burnout and Perceived Job Security (Dynamics and Implications).
Pub Date Feb 82
Note-35p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Houston, TX, February 18, 1982).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Arousal Patterns; *Collective Bargaining; Coping; *Expectation; *Job Satisfaction; *Locus of Control; Negative Attitudes; Psychological Patterns; Security (Psychology); *Teacher Attitudes; *Teacher Burnout; Teacher Welfare; Vocational Adjustment
Research has shown that: (1) Physiological and psychological aspects of stress and burnout are equated with emotional exhaustion and (2) Individual responses to relationships and the working environment are based, to a large extent, upon the individual's expectations. A model was developed that accounts for individual perceptions of reasonable expectations (derived from intuition or conditioning) as opposed to realistic expectations (based on accurate perceptions) of given situations in the working environment. It was hypothesized that there was a relationship among the nature of teachers' employment contracts, perceived locus of control, and teachers' perceived sense of job security. To test the model, a study sought to determine whether a variation in employment contracts (tenure or renewable) accounts for teachers' sense of job security. The study also examined whether teachers' sense of job security could be further understood by accounting for the moderating effects of teachers' perceptions of locus of control or their perceptions of the work environment. An examination of the responses of two groups of teachers to three research instruments indicated that, while the nature of their employment contracts contributed to an overall sense of job security, other factors in the work environment could significantly enhance or diminish this sense of security. A more comprehensive model is being developed that will test whether reasonable but unrealistic expectations are likely to be related to increased incidence of burnout. Copies of the questionnaires are appended. (JD)

ED214868 SP019779

Gress, James R.; Inglis, Joan D.

Implementation and Assessment of a School Staff Development Model for Changing School Climate and Teacher Stress. Revised.

Pub Date Feb 82

Note-61p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (62nd, Phoenix, AZ, February, 1982).

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Educational Cooperation; *Educational Environment; *Inservice Teacher Education; *Needs Assessment; Program Effectiveness; Program Implementation; School Community Relationship; *School Districts; Schools of Education; *Staff Development; Stress Variables; Teacher Administrator Relationship; Teacher Education Programs; Teacher Morale; Teacher Workshops

Identifiers-Teacher Corps

A Teachers Corps staff development project involved the collaboration of a school district, the community, and a college of education in a variety of activities designed to improve school climate and to reduce teacher stress. Descriptions are given of the needs assessments conducted among school staff, students, and community members from the Springfield (Ohio) Local Schools district, the Springfield Township and Village of Holland, and the College of Education and Allied Professions at the University of Toledo. Findings were synthesized into program goal statements for both district-wide and individual school priorities. Staff development activities included graduate-level courses, credit and noncredit workshops, curriculum development, and mini-grant activities. Assumptions on which the planning of these activities is based are detailed. A teacher institute was conducted during the summer and fall of 1980 and was attended by 55 teachers and principals. Goals of and presentations given at this institute are listed. Followup presentations and an ongoing staff assessment which measured the effectiveness of the teacher institute are also described. Results of assessments indicate that most participants successfully implemented specific skills and strategies in their classroom practice. Evaluation of the staff development program was accomplished through surveys responded to by the teacher and administrator participants. Positive changes toward the stated goals were observed in many schools, although negative views toward the program were also expressed. Tables displaying school needs and program goals and activities are included. (FG)

ED214869 SP019792

Ogletree, Earl J.; Garrett, Willie
Teachers' Knowledge of School Law.
Pub Date [81]
Note-17p.
EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Elementary Secondary Education; *Knowledge Level; *Legal Education; Public Schools; School Districts; *School Law; School Responsibility; State Church Separation; Student Rights; Teacher Discipline; *Teacher Education; *Teacher Responsibility; *Teacher Welfare; Tenure
Identifiers-*Illinois; Teacher Rights; Teachers Knowledge

One hundred twenty-five Chicago (Illinois) area elementary and secondary school teachers were surveyed through responses to a 44-item questionnaire to determine the extent of their knowledge of school law. Many of the questions were based on Illinois school law, and the findings are qualified by local school district practice and the simplification of complex legal issues in the questionnaire. The findings were examined on the basis of those teachers who had taken a school law course (55 percent of the sample) and those who had not. The majority of teachers gave correct responses to most of the survey items, and teachers who had taken a school law course had a higher percentage of correct answers than those who had not. Among the topics addressed in the questionnaire were: (1) teacher liability in student injury; (2) teacher contracts and tenure; (3) legal implications of grades; (4) church-state relations; (5) teacher-school board relations; (6) teacher rights; and (7) student rights. (FG)

ED214870 SP019801

Azumi, Jann; And Others
Newark Teacher Center Principals' Survey. Analysis and Report.
Newark Board of Education, N.J.
Pub Date Mar 82
Note-13p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Administrator Attitudes; Information Dissemination; Inservice Teacher Education; *Principals; *Program Attitudes; *Program Effectiveness; Teacher Behavior; *Teacher Centers; *Teacher Improvement; Teacher Participation
Identifiers-*Newark Teacher Center NJ

A survey of 65 principals in the Newark (New Jersey) school system elicited their perceptions of the effectiveness of the Newark Teacher Center, in terms of its value to the principals themselves as well as to the teachers. The principals were asked to indicate the degree of agreement or disagreement on 22 items. The highest agreement was with the statement, "In my opinion the elimination of the Newark Teacher Center would be a loss to our district." Other items asked the principals to indicate which programs offered at the center were of value to them as instructional leaders and to identify positive changes they perceived in teachers' methods of instruction, classroom management, and other teaching skills. The majority of the principals agreed with the questionnaire items regarding the value of various types of activities to themselves. More principals in schools with a high rate of particpation in the Newark Teacher Center observed changes in teachers' methods of instruction, attitudes toward teaching, classroom management techniques, availability and use of resources, pupil achievement, and the sharing of ideas and materials than did principals in schools with a low rate of teacher participation. They felt that the Newark Teacher Center was successful in attracting less motivated teachers. Most of the differences in responses between the principals from schools with high, medium, and low participation rates were in the areas of teacher behaviors as opposed to activities of professional value to the principals. A copy of the questionnaire is attached to this report. (JD)

ED214871 SP019808

Goodlad, John I.; And Others

A Study of Schooling: Series of Introductory Descriptions. Reprinted from the Phi Delta Kappan. A Study of Schooling in the United States. Technical Report Series, No. 1.

California Univ., Los Angeles. Graduate School of Education
Spons Agency-Institute for Development of Educational Activities, Dayton, Ohio.
Pub Date 80
Note-20p.
Available from-Article Copy Service--CIJE, UMI Article Reprint Department, 300 North Zeeb Road, Ann Arbor, MI 48106 ($8.00 each article; additional copies of same article, $1.50 each. Be sure to include EJ number, author, title of article, name of journal, volume, issue number, and date for each article required).
Document Not Available from EDRS.
Descriptors-*Classroom Environment; Curriculum Development; *Educational Environment; Educational Improvement; *Educational Research; Elementary Secondary Education; Institutional Characteristics; *School Role; School Surveys; *Student School Relationship; *Teacher Attitudes; Teaching Conditions
Identifiers-*Study of Schooling (A)

Reprints of four articles from the journal "Phi Delta Kappan" provide discussions of initial findings from "A Study of Schooling," a study of contextual variables in 38 elementary, junior high/middle, and high schools. The project had two purposes: (1) to formulate hypotheses and provide insights about schooling through indepth studies of school environments; and (2) to stimulate discussion about what goes on in schools and how schools can be improved. This document outlines the details, scope, and limitations of the study, providing background information for the other technical reports in this series. The first article, "An Overview of 'A Study in Schooling'" (EJ210983; volume 61 number 3 pages 174-78 November 1979), by John I. Goodlad, Kenneth A. Sirotnik, and Bette C. Overman, discusses the background, rationale, and methodology of the study. In the second article, "A Study of Schooling: Curriculum" (EJ211045; volume 61 number 4 pages 244-48 December 1979), by M. Frances Klein, Kenneth A. Tye, and Joyce E. Wright, the framework for investigating the impact of various curricular factors in the schools is explained. The perceptions of students are the focus of "A Study of Schooling: Students' Experiences in Schools" (EJ212375; volume 61 number 5 pages 337-40 January 1980), by Barbara J. Benhem, Phil Giesen, and Jeannie Oakes. The last article, "A Study of Schooling: Adult Experiences in Schools" (EJ215957; volume 61 number 6 pages 394-97 February 1980), by Mary N. Bentzen, Richard C. Williams, and Paul Heckman, examines the attitudes of professional school personnel in the sample schools. (FG)

ED214872 SP019809

Overman, Bette C.

A Study of Schooling: Methodology. A Study of Schooling in the United States. Technical Report Series, No. 2.

California Univ., Los Angeles. Graduate School of Education
Spons Agency-Institute for Development of Educational Activities, Dayton, Ohio.
Pub Date 79
Note-116p.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Data Analysis; *Data Collection; *Educational Environment; *Educational Research; Elementary Secondary Education; *Information Processing; Institutional Characteristics; Parent Attitudes; Pilot Projects; *Research Design; *Research Methodology; School Size; Socioeconomic Status; Student Attitudes; Teacher Attitudes
Identifiers-*Study of Schooling (A)

In designing the "Study of Schooling" research project, it was decided that seven regions in the United States would be studied, and for each region, "triples" would be the focus of the research. A "triple" consisted of a senior high school, a feeder junior high or middle school, and a feeder elementary school. Triples were chosen that would provide a sample of schools with different combinations of size, socioeconomic status, racial/ethnic mix, and location. Methods for obtaining data included questionnaires, interviews, and observation. Data sources included teachers, parents and students, administrators and other non-teaching professionals, support staff, school board members and district personnel, and persons in the community other than parents. The research staff of the project was divided into five subgroups, with each group being responsible for one of the five major components of the study: curriculum, classroom affective environment, school-community relations, social system of the school, and social system of the classroom. Descriptions are given of the sequential research steps taken: (1) the sampling of data sources for the 1975 pilot study; (2) selection and training of personnel for data collection for the pilot study; (3) data collection procedures; (4) revision of instruments and procedures in preparation for the national study; (5) selection of schools, training of personnel, and gathering of information for the spring 1977 data collection; (6) modifications in procedure between spring 1977 and fall 1977 data collection; (7) selection of schools, training of personnel, and gathering of information for the fall 1977 data collection; (8) feedback of data to schools; and (9) data organization and analysis. Appended are samples of the research instruments and tabular displays of data obtained from the instruments. (JD)

ED214873 SP019810

Sirotnik, Kenneth A.

Psychometric Implications of the Unit-of-Analysis "Problem" (With Examples from the Measurement of Organizational Climate). A Study of Schooling in the United States. Technical Report Series, No. 3.

California Univ., Los Angeles. Graduate School of Education
Spons Agency-Institute for Development of Educational Activities, Dayton, Ohio.
Pub Date 79
Note-79p.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Classroom Environment; Correlation; Educational Research; *Interaction; *Measurement Objectives; Measures (Individuals); *Psychometrics; Research Design; *Research Methodology; *Statistical Analysis; Test Interpretation; Test Theory
Identifiers-Study of Schooling (A)

The thesis of this paper is that the decision to use one of three approaches to unit-of-analysis in educational research should be based on substantive considerations, not statistical factors. In addition to the commonly used "total analysis" (regression analysis across individuals), the within and between analyses are inherent in the same data. The within analysis is defined as an individual-based approach in which group differences are held constant, computed by correlation across individuals within each group separately, and averaging or "pooling" correlations if appropriate. The between approach uses the group as the unit-of-analysis by first computing means on the variables across individuals in each group, then using these group means to compute correlations across groups. To illustrate the uses of within and between approaches, a data-based discussion of the conceptual differences is provided in five sections. The first section consists of a review of unit-of-analysis literature, and a presentation of between, within, and total results for the correlations between two variables is included. The second section examines statistical properties of the

three approaches when doing internal consistency analyses for constructs assumed to be unidimensional or when exploring the multidimensionality of a set of items using factor or cluster analysis techniques. In the third section, a literature review on methods of measuring organizational climate is presented. The fourth and fifth sections contrast the between and within approaches and discuss total, between, and within psychometric analyses for measuring climate variables using data collected in "A Study of Schooling." Appended are a list of 42 references and 18 tables presenting information about total, between, and within analyses. (FG)

ED214874 SP019811

Sirotnik, Kenneth A.

Development and Psychometric Analyses of Major Scales Utilized in A Study of Schooling. A Study of Schooling in the United States. Technical Report Series, No. 4.

California Univ., Los Angeles. Graduate School of Education
Spons Agency-Institute for Development of Educational Activities, Dayton, Ohio.
Pub Date 79
Note-122p.; Some tables marginally legible.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Behavioral Science Research; *Cluster Analysis; Cluster Grouping; Correlation; Elementary Secondary Education; *Factor Analysis; *Item Analysis; Measures (Individuals); *Multidimensional Scaling; Multivariate Analysis; *Psychometrics; Rating Scales; *Research Methodology; Test Construction
Identifiers-*Study of Schooling (A)

This report contains accounts of studies, about scales to be used in the "A Study of Schooling" research project, undertaken to derive indices for constructs presumed to be measureable by composites of items. The report is introduced by a discussion on the rationale for selecting the research methodology used and an explanation of the researcher's approach to scale construction. The main analytic tools used were factor and cluster analyses, followed by internal consistency analyses to further assess the reliability and validity of resulting item dimensions. Both procedures were used to find sets (clusters or factors) of items which tend to correlate more highly within sets than between sets. The report is divided into six sections, each devoted to constructs measured in the study: (1) self-concept: upper and secondary students; (2) nationalism: upper elementary and secondary students (attitude and knowledge scales) and teachers (attitude scales); (3) educational beliefs: teachers; (4) influence: teachers; (5) organizational climate: teachers; and (6) class climate: secondary and upper elementary students. For each section, a description is presented of the development of the measurement scale and an analysis of matrices obtained from responses. Tables follow each discussion displaying internal consistency analyses, patterns that emerged from factor analyses, and correlation matrices. (JD)

ED214875 SP019812

Giesen, Phillip; Sirotnik, Kenneth A.

The Methodology of Classroom Observation in a Study of Schooling. A Study of Schooling in the United States. Technical Report Series, No. 5.

California Univ., Los Angeles. Graduate School of Education
Spons Agency-Institute for Development of Educational Activities, Dayton, Ohio.
Pub Date 79
Note-181p.
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Behavior Rating Scales; Classroom Environment; *Classroom Observation Techniques; *Data Analysis; Data Collection; Elementary Secondary Education; Interaction Process Analysis; *Lesson Observation Criteria; *Research Design; *Research Methodology; *Research Projects; Training Methods
Identifiers-*Study of Schooling (A)

"A Study of Schooling" is an in-depth descriptive study of 38 purposively sampled schools in the United States. Many aspects of the educational process were examined, from student attitudes to principal leadership styles. Essential to this comprehensive view of education is a view of within classroom processes, including teacher student interaction patterns, leadership modes, availability of materials, and grouping tendencies. This report provides a methodological overview of the observation system that was used to collect this classroom data, including a description of the instrument, the selection and training of observers, data reduction and definition of variables, and summary reports generated at the class, school, and subject levels of analysis. Appended are: (1) the five sections of the classroom observation instrument; (2) observer's manual; (3) variable specifications; (4) summary report on three sections of the instrument: physical environment inventory, daily summary, and classroom snapshot; and (5) summary report on another section: five-minute interactions. (JD)

ED214876 SP019813

Sirotnik, Kenneth A.; And Others

Some Methodological Issues in Developing Measures of Classroom Learning Environment. A Study of Schooling in the United States. Technical Report Series, No. 6.

California Univ., Los Angeles. Graduate School of Education

Spons Agency-Institute for Development of Educational Activities, Dayton, Ohio.

Pub Date 80

Note-21p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Attitude Measures; *Classroom Environment; Factor Analysis; *Item Analysis; *Research Design; Secondary Education; Secondary School Students; Student Attitudes; *Test Construction; Test Interpretation; Test Items; *Test Validity

Methodological and conceptual issues arising from a study of student perceptions of secondary school class climate are discussed. Through a pilot study, 113 Likert-type items were collected, consisting of teacher-focused dimensions, classroom-focused dimensions, and instructional practices. Factor and cluster analyses were used at the item level. Three correlation matrices were examined: students as individual units, students as units within classes, and classes as units. Two levels of schooling, junior and senior high school, were also computed. Efforts were focused on finding similarities between correlation matrices, and 18 class climate series appeared to be useful for further study: student competitiveness; student decision making; peer esteem, student cliqueness; classroom dissonance; task difficulty; student apathy; organization; student compliance; classroom physical appearance; student satisfaction; knowledge of results; teacher clarity; teacher favoritism; teacher authoritarianism; teacher punitiveness; teacher enthusiasm; and teacher concern. The choice of unit items for analysis was critical to the outcome of the study, and differences will be further explored at the scale level. (FG)

ED214877 SP019814

Nides, Mitchell A.

Item Variance Components and Units-of-Analysis in a Measure of Classroom Climate. A Study of Schooling in the United States. Technical Report Series, No. 7.

California Univ., Los Angeles. Graduate School of Education
Spons Agency-Institute for Development of Educational Activities, Dayton, Ohio.
Pub Date 80
Note-31p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Classroom Environment; *Factor Analysis; Group Structure; *Item Analysis; Questionnaires; *School Surveys; Secondary Education; Secondary School Students; Sociometric Techniques; *Student Attitudes; *Test Construction

A 113-item survey instrument was designed to measure the class climate perceptions of 20,157 students in grades 7-12 as part of the "A Study of Schooling" research project. The 29 constructs of the questionnaire focused on students' interpersonal needs, classroom procedures, and instructional practices. Survey items were written in the first person singular, to measure affect or interpersonal relationships, as well as in the third person, to measure classroom instructional practices. Both factor and cluster analysis were used at the item level to explore the viability of the constructs. More than one correlation matrix was computed for appropriate units of analysis to identify conceptual differences between groups. Since a lack of consensus among students was viewed as leading to possible avenues for further study rather than as an error, the generally low percentage of between class variance was not disappointing. An analysis of the items revealed that differences in correlation ratios (eta squareds) can loosely be attributed to either the content or to the grammatical structure of the items. Constructs with lower correlation ratios asked questions that tended to divide classes into groups. Constructs with high correlation ratios tapped pervasive, salient features of the classroom, such as teacher characteristics that did not divide students into groups. The survey demonstrates the difficulties in writing meaningful, high inference items about classroom procedures on which students can agree. (FG)

ED214878 SP019815

Benham, Barbara J.

Experiencing Research. A Study of Schooling in the United States. Technical Report Series, No. 8.

California Univ., Los Angeles. Graduate School of Education
Spons Agency-Institute for Development of Educational Activities, Dayton, Ohio.
Pub Date 79
Note-32p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Curriculum Evaluation; *Curriculum Research; Data Collection; Educational Environment; Educational Researchers; Elementary Secondary Education; Institutional Characteristics; *Research Design; *Research Methodology; *Research Problems; *Research Projects
Identifiers-*Study Of Schooling (A)

The development of the research design for studying curriculum in the "A Study of Schooling" research project involved four problem areas. Defining and conceptualizing curriculum and how it works in different educational settings was a difficult, unwieldy task. Operationalizing the conceptual framework for studying curriculum so that researchers would not disrupt the test environment was also complex because the study's format included questionnaires, classroom observations, and interviews. Time, money, and staffing constraints were counterproductive and contributed to an atmosphere of anxiety. Appropriate use of part time staff and overcoming the territorial feelings of the research groups posed management problems in staff organization. As the study progressed, the perceptions of the research staff toward curriculum in the context of the study changed. One of the reasons for the change was circumstantial pressures due to limited resources. Some of the changes were due to the changing perceptions of the researchers themselves as they participated and grew with the project. In working toward the goal of productive educational research, the project helped to underscore two assumptions: (1) All research is essentially exploratory, regardless of methodology; and (2) Curriculum research is a necessary precursor to the process of curriculum criticism. (FG)

ED214879 SP019816

Klein, M. Frances

State and District Curriculum Guides: One Aspect of the Formal Curriculum. A Study of Schooling in the United States. Technical Report Series, No. 9.

California Univ., Los Angeles. Graduate School of Education
Spons Agency-Institute for Development of Educational Activities, Dayton, Ohio.
Pub Date 80
Note-85p.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Art Education; *Content Analysis; Course Content; *Curriculum Development; *Curriculum Guides; Curriculum Research; Educational Objectives; Elementary Secondary Education; English Curriculum; Health Education; History Instruction; Instructional Materials; Interdisciplinary Approach; Language Arts; Learning Activities; Mathematics Curriculum; Physical Education; *School Districts; Science Curriculum; Second Language Instruction; *State Curriculum Guides; Vocational Education

A total of 122 state and 147 school district curriculum guides were obtained and analyzed for their coverage of specific subject areas in elementary and secondary schools. The dates of the guides ranged from 1961 to 1978. Analysis is provided of the state and district guides across all subject areas as well as within each subject area. The subject areas covered are: (1) the arts; (2) English, reading, and language arts; (3) mathematics; (4) physical education; (5) science and health; (6) social studies; (7) vocational/career education; and (8) general (not subject-area based) guides. Guides in two other subjects, foreign languages and interdisciplinary studies were provided from states in the sample. The framework for analyzing the curriculum guide characteristics included the categories of purpose and rationale, authorship, goals and objectives, materials, content, activities, evaluation, time, space, individualization, decision making, suggestive/prescriptive tone, and special features. Conclusions are stated dealing with inconsistencies in terminology and methodology, emphasis on cognitive attainments, differences in focus between state and district guides, and the function performed by the curriculum guides. (FG)

ED214880 SP019817

Overman, Bette C.

Functions of Schooling: Perceptions and Preferences of Teachers, Parents and Students. A Study of Schooling in the United States. Technical Report Series, No. 10.

California Univ., Los Angeles. Graduate School of Education
Spons Agency-Institute for Development of Educational Activities, Dayton, Ohio.
Pub Date 80
Note-69p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Career Guidance; *Educational Attitudes; *Individual Development; *Intellectual Development; Parent Attitudes; Participant Satisfaction; *School Responsibility; School Role; *Social Development; Student Attitudes; Teacher Attitudes

Findings regarding the functions of schooling from the perspectives of teachers, parents and students in the elementary and secondary schools that participated in "A Study of Schooling" are presented. These functions were classified into four major categories: social, intellectual, personal, and vocational development. Study participants were asked to respond to four questions related to these functions: (1) their perceptions of the importance attached by their school to each function; (2) their perceptions of which function received the most emphasis; (3) how important they thought each function should be; and (4) which function they thought should be emphasized at their school. The sections in this report summarize the results of each of the four questions, comparing the responses of teachers, parents, and students in elementary or secondary schools and for each school. The final section deals with functions congruence, a measure generated by a comparison of the two questions on function emphasis. This analysis yields those respondents who perceived the school as emphasizing the functions which they thought should be emphasized. This functions congruence measure can be considered as one indicator of satisfaction with what the school is providing for students. Results were also provided in tabular form. A copy of the instrument is appended. (JD)

ED214881 SP019818

Oakes, Jeannie

208 English Teachers. A Study of Schooling in the United States. Technical Report Series, No. 11.

California Univ., Los Angeles. Graduate School of Education
Spons Agency-Institute for Development of Educational Activities, Dayton, Ohio.
Pub Date 80
Note-97p.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Career Choice; Comparative Analysis; Educational Philosophy; *English Instruction; Job Satisfaction; Secondary Education; *Secondary School Teachers; *Teacher Attitudes; *Teacher Background; *Teacher Characteristics; Teacher Education; Teaching Experience

Two hundred and eight junior and senior high school English teachers responded to a survey on variables related to the teachers as individuals, their educational backgrounds and professional training, their current teaching situations and other professional activities, and their attitudes toward selected educational issues. Eight hundred fifty-one teachers of other subjects taught at the schools were considered together at each level (junior or senior high) to form groups for comparison with the English teachers. A demographic profile emerged that indicated that English teachers as a group were slightly older than teachers of other subjects, were predominantly white females, and were likely to be politically more liberal. Their median incomes did not differ significantly from those of other teachers, and their reasons for entering teaching were similar to the reasons of other teachers. A higher percentage of English teachers reported that their career expectations had been met and that they would enter teaching again. The majority of them believed themselves to be well trained for their work. While there was little difference in the amount of education and training between English teachers and others, English teachers appeared to be motivated more often by personal growth and less frequently by salary advance. In measuring professional attitudes, English teachers considered together as a group appeared to take their teaching more seriously and were more involved in their subject than were other teachers. The English teachers emerged as less traditional in their responses to statements of educational beliefs than other teachers. In comparison with other teachers, they were less supportive of strong teacher control and discipline and of an emphasis on basic skills. Generally, English teachers held similar views on educational issues and differed mainly from others in that they were more seriously focused on the intrinsic aspects of teaching. (JD)

ED214882 SP019819

Sirotnik, Kenneth A.

Assessing Attitudinal Congruency: A Case for Absolute (As Well As Relative) Indices. A Study of Schooling in the United States. Technical Report Series, No. 12.

California Univ., Los Angeles. Graduate School of Education
Spons Agency-Institute for Development of Educational Activities, Dayton, Ohio.
Pub Date 80
Note-18p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Affective Measures; *Attitude Measures; *Behavioral Science Research; Comparative Analysis; *Congruence (Psychology); *Correlation; Decision Making; Predictive Measurement; *Projective Measures; Research Methodology; Research Problems

Two analytic models, each with different implications for data analysis, have been used in behavioral science research for assessing attitudinal congruency. The term relative congruence applies to the family of agreement indices which, although functions of the absolute index, are formulated relative to chance expectations. The term absolute congruency applies to the simple observed proportion of agreement between respondent pairs. Although behavioral research literature points to the almost universal use of relative congruency, its use is sensible only in those circumstances where the issue of consistency is primarily one of predictability or joint attitudinal disposition. However, if the researcher's interest focuses on how much congruency exists, the absolute index (observed congruence percentage) is a more relevant statistic, especially in comparative studies. An argument can also be made for the coexistence of both measures, each focused on statistical and substantive issues which are not necessarily the same. In some problem solving instances, planners not only must rely on predicting a certain outcome based on limited attitudinal data, but also must consider the extent to which subjects hold the same attitudes. The intended use of the results should be the determinant of the analytic model(s) used. (FG)

ED214883 SP019820

Sirotnik, Kenneth A.

Parents and Their Children: A Study of Congruence on Attitudes About School. A Study of Schooling in the United States. Technical Report Series, No. 13.

California Univ., Los Angeles. Graduate School of Education
Spons Agency-Institute for Development of Educational Activities, Dayton, Ohio.
Pub Date 81
Note-38p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Busing; *Decision Making; Family Attitudes; Family Characteristics; Institutional Evaluation; *Parent Attitudes; *Parent School Relationship; *Parent Student Relationship; Parent Teacher Cooperation; School Community Relationship; Secondary Education; Secondary School Students; *Social Values; *Student Attitudes

The focus of this study was upon the congruence of responses between parents and their children to items pertaining to functions of schooling, school evaluation, school problems, and other school issues. Paired comparison data is reported for parents and students from 25 secondary schools. The interpretive frame of reference for this study stemmed from a decision making/problem solving model involving parents and students. This approach to education requires a "meeting-of-the-minds" or a common understanding of the attitudinal differences between the participants. From this perspective, being able to predict a child's attitude from the parent's attitude--and vice versa--is less important than determining to what extent they hold the same attitudes. The bulk of data analysis and interpretation in this study was based upon observed percentages of response agreement between parents and their children. An example is presented of parent and student responses to a question designed to measure degree of personal commitment to busing as a means of school desegregation. In analyzing these responses, a discussion is given of how the results were tabulated and of how convergence percentages were determined. It was found that most of the differences between parent and child attitudes occurred on items having strong value components (e.g., job preparation or intellectual curricular functions, personal or social development, racism, desegregation, religion in schools, etc.). Very few differences were obtained on items pertaining more directly to school processes (e.g., school grades and school problems). It is concluded that, in involving parents and their children in decision making about their education, educators would be well advised not to assume that belonging to the same family necessarily means having similar attitudes. Tables of participant responses to the survey questionnaire are included as well as sample questions posed by the researcher. (JD)

ED214884 SP019821

Wright, David P.

Teachers' Educational Beliefs. A Study of Schooling in the United States. Technical Report Series, No. 14.

California Univ., Los Angeles. Graduate School of Education
Spons Agency-Institute for Development of Educational Activities, Dayton, Ohio.
Pub Date 80
Note-39p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Basic Skills; Classroom Environment; *Classroom Techniques; *Conventional Instruction; *Educational Theories; Elementary Secondary Education; *Progressive Education; Student Motivation; Student Needs; Student Participation; *Teacher Attitudes

Elementary and secondary school teachers in 38 schools responded to a questionnaire asking them to indicate the extent to which they agreed or disagreed with 21 statements of educational beliefs. These statements concerned teacher control and discipline, basic subjects and skills emphasis, concern for students, and student participation. Six response options were available: strongly agree; moderately agree; mildly agree; mildly disagree; moderately disagree; and strongly disagree. Data were analyzed by level of schooling (elementary, middle/junior high, and high school) and by each school. Results were interpreted within the framework of whether these beliefs tended to be traditional or progressive. Among the major conclusions, which are summarized in this report, was that a consensus of shared views emerged in response to relatively few statements. Overall, teachers expressed moderate and mild agreement with most belief statements; teachers also agreed and disagreed to approximately the same extent with most of the belief statements. Teachers mildly and moderately agreed with both traditional and progressive belief statements, although traditional beliefs were endorsed a little stronger than progressive beliefs. Progressive statements provoked a slightly greater consensus of mild agreement than did traditional. Middle/junior high school teachers endorsed traditional beliefs more strongly than did other teachers. Teachers mildly agreed with statements of traditional beliefs about teacher control and basic skills and with progressive beliefs about student participation and welfare. A sample of the questionnaire is included, and resulting data from all schools is presented in tabular form. (JD)

ED214885 SP019822

Klein, M. Frances

Teacher Perceived Sources of Influence on What is Taught in Subject Areas. A Study of Schooling in the United States. Technical Report Series, No. 15.

California Univ., Los Angeles. Graduate School of Education
Spons Agency-Institute for Development of Educational Activities, Dayton, Ohio.
Pub Date 80
Note-55p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Academic Ability; *Course Content; Curriculum Development; Curriculum Evaluation; Decision Making; Elementary Secondary Education; Media Selection; Parent Influence; Peer Influence; School Districts; State Curriculum Guides; *Student Interests; *Teacher Attitudes; *Teacher Background; *Teaching Experience; Unions

Elementary and secondary school teachers were asked to rate the sources that influence their decisions on what they teach in their subject areas. Possible influential sources were identified as: (1) district consultants; (2) state or district recommended textbooks; (3) state curriculum guides; (4) commercially prepared materials; (5) teachers' own background, interests, and experiences; (6) other teachers; (7) students' interests and abilities; (8) parent advisory council; (9) state equivalency exams; (10) district curriculum guides; and (11) teachers' unions. Teachers' subject areas were: (1) the arts; (2) English, reading, and language arts; (3) mathematics; (4) physical education; (5) science; (6) social studies; (7) foreign languages; and (8) vocational/career education. Two sources were reported as having high influence across all subject areas: teachers' own background, interests, and experiences and student interests and abilities. Four sources were rated low in influences across all levels (elementary, junior high/middle, and high school): district consultants; parent advisory councils; state equivalency exams; and teacher unions. Summaries are presented of influential sources on each of the subject areas at each teaching level along with analyses of apparent trends in teachers' responses to the sources. Tables are appended displaying percentages of teachers reporting the degrees of influence by subject area and levels of schooling. (JD)

ED214886 SP019823

Wright, David P.

Teachers' Perceptions of Their Own Influence Over School Policies and Decisions. A Study of Schooling in the United States. Technical Report Series, No. 16.

California Univ., Los Angeles. Graduate School of Education
Spons Agency-Institute for Development of Educational Activities, Dayton, Ohio.
Pub Date 80
Note-28p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Decision Making; Educational Policy; Elementary School Teachers; Elementary Secondary Education; Employment Practices; *Policy Formation; School Administration; *School Policy; Secondary School Teachers; *Teacher Attitudes; *Teacher Influence; *Teacher Participation

Elementary and secondary school teachers in 38 schools were asked to indicate how much influence the teachers at their schools had in decisions about school policy issues. For each policy issue, teachers checked one of three responses: a lot of influence, some influence, or no influence. Overall, teachers rated themselves as having the most influence in matters concerning curriculum, instruction, pupil behavior, and communication with parents. For the subscale fields of extracurricular and community related issues and activities, dress codes, class assignments, and staff meetings, teachers felt that they had some influence. Teachers felt least influential in matters concerning fiscal management, teaching assistants, and personnel selection. Teachers also thought their influence varied greatly among individual policy issues, depending on the object or substance of those issues. Teachers at all levels (elementary, middle/junior high, and high school) thought they were most and least influential toward the same sets of decisions. Elementary school teachers felt more influential than middle school teachers, who felt more influential than high school teachers. It was also found that teachers' sense of influence varied relatively little from school to school. Statistical tables present information on responses of teachers from all schools at all educational levels. (JD)

ED214887 SP019824

Overman, Bette C.

Variety and Intensity of School-Related Problems as Perceived by Teachers, Parents and Students. A Study of Schooling in the United States. Technical Report Series, No. 17.

California Univ., Los Angeles. Graduate School of Education
Spons Agency-Institute for Development of Educational Activities, Dayton, Ohio.
Pub Date 80
Note-77p.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Busing; Discipline; Drug Use; *Elementary Secondary Education; Family School Relationship; Graduation Requirements; *Parent Attitudes; *Problems; Racial Relations; Resource Allocation; School Administration; School Size; *Student Attitudes; Student Behavior; Student Evaluation of Teacher Performance; Student Motivation; Student School Relationship; Student Teacher Relationship; *Teacher Attitudes; Teacher Behavior; Teacher Effectiveness

Teachers and parents of students at the elementary and secondary levels of schooling and students at the secondary level were given a list of school-related problems and asked to indicate whether each was "not a problem," a "minor problem," or a "major problem" at their particular school. Thirteen schools at each level (elementary, junior high, and high school) participated in the survey. Problems listed on the questionnaire were: (1) student misbehavior; (2) poor curriculum; (3) prejudice/racial conflict; (4) drug/alcohol use; (5) poor teachers, teaching; (6) size of school/classes; (7) lack of teacher discipline; (8) busing for integration; (9) inadequate resources; (10) administration; (11) lack of student interest; (12) rules and regulations; (13) organization; (14) desegregation; (15) lack of parent interest; (16) lack of staff interest; (17) student language; (18) staff relations; and (19) graduation standards. According to the mean scores

of individuals within levels of schooling, student misbehavior was at the top of the list for all data sources at all levels. Mean scores for drug/alcohol use were slightly higher for parents than for teachers, and both were slightly higher than student scores. Lack of student interest and lack of parent interest were also high-ranking problems for teachers and parents while size of school/classes and organization were high ranking problems for teachers and students. Tables present the mean scores for each problem for each data source in rank order. A school-by-school analysis of the problems of each school is also presented. The questionnaires used in the study are appended, as well as tables displaying the means, standard deviations, and number of respondents for each problem by data source within each level. (JD)

ED214888 SP019825

Wright, Joyce

Teaching and Learning. A Study of Schooling in the United States. Technical Report Series, No. 18.

California Univ., Los Angeles. Graduate School of Education
Spons Agency-Institute for Development of Educational Activities, Dayton, Ohio.
Pub Date 80
Note-191p.
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Ability Grouping; *Classroom Environment; *Classroom Techniques; Discipline; Elementary Secondary Education; Learning Processes; Peer Relationship; Student Behavior; Student Reaction; Student Teacher Ratio; *Student Teacher Relationship; *Teacher Behavior; Teacher Response; *Teaching Methods; Time on Task

Data analyses and interpretation are presented in this report on data obtained from "A Study of Schooling." For this study, data were collected from elementary, junior, and senior high schools (a total of 38 schools) through the use of classroom observation, questionnaires, and interviews. The data discussed in this report is concerned with educational structures, processes, and attitudes, and is presented in four sections. Section I considers instructional practices, teachers' and students' activities, and student perceptions of selected instructional practices. Classroom structures are examined in Section II, including data on teacher student ratios, classroom space and furnishings, student cooperative and independent learning, grouping practices, and individualization of instruction. Section III summarizes results of classroom observations of the use of time by students and teachers, decision making practices, and controls and restraints used by teachers. The data on classroom learning environment is explored in Section IV. Data on this topic was obtained from students' responses to survey questions and observers' judgments about the affective time of teacher student interactions. A profile of teacher student and student

peer relationships emerged. (JD)

ED214889 SP019827

Tye, Kenneth A.

Global Education. A Study of Schooling in the United States. Technical Report Series, No. 20.

California Univ., Los Angeles. Graduate School of Education
Spons Agency-Institute for Development of Educational Activities, Dayton, Ohio.
Pub Date 80
Note-16p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Citizenship Education; Curriculum Development; Elementary Secondary Education; Foreign Countries; *Global Approach; Instructional Materials; International Relations; Knowledge Level; *Nationalism; *Parent Attitudes; School Responsibility; Social Sciences; *Student Attitudes; *Teacher Attitudes

Upper elementary and secondary students, teachers, and parents were surveyed to measure their attitudes toward nationalism and students' knowledge of world affairs. Teachers were also questioned about their travel experiences and inservice activities. Results of the survey indicated that the students, in general, were against war, realized that Americans cannot alone solve all world problems, felt that foreigners should be allowed to live in the United States, believed that schools should not teach that the United States is the best in the world, and believed that schools should teach about other countries and people. Older students were less positive about the United States sharing with other countries, although students in lower socioeconomic schools were more willing to share. All students scored poorly on questions about world affairs, and curriculum materials at the secondary level showed very little international content. A majority of teachers believed that schools should teach about other countries and should help students develop positive attitudes toward people from other countries. However, they tended to believe that students should be taught to place national citizenship ahead of world citizenship and to place more emphasis upon patriotism. The average social studies teacher was neither more multilingual nor better traveled than teachers of other subjects. Few inservice activities involved learning a second language. Parents' responses were for the most part similar to the teachers' responses, although some schools were identified in which parents and teachers disagreed on attitudes toward patriotism and world citizenship. The point is made that implementing global education in the schools would be desirable and that perhaps the upper elementary level would be the best stage at which to initiate it. (JD)

ED214890 SP019829

Engstrom, Gerald A.

Mexican-American and Anglo-American Student Perceptions of the Learning Environment of the Classroom. A Study of Schooling in the United States. Technical Report Series, No. 22.

California Univ., Los Angeles. Graduate School of Education
Spons Agency-Institute for Development of Educational Activities, Dayton, Ohio.
Pub Date 81
Note-99p.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Academic Achievement; Anglo Americans; *Attendance; *Classroom Environment; Cultural Differences; Low Achievement; *Mexican Americans; Secondary Education; *Student Attitudes; Student Characteristics; Student Reaction; Teacher Behavior; *Teacher Characteristics

This study compared the perceptions held by Mexican-American secondary school students with those held by their Anglo-American peers toward the climate of their classrooms. The objectives of the study were to identify any differences in student perceptions and to examine the relationships between school climate perceptions, academic achievement, and attendance. The instrument for measuring climate perceptions required responses revealing attitudes toward: (1) teacher enthusiasm, authoritarianism, punitiveness, favoritism, warmth, and clarity; (2) instructional practices, class organization, and feedback; (3) student decision making, peer esteem, cliqueness, competitiveness, compliance, and apathy; (4) classroom dissonance and appearance; and (5) task difficulty. Teachers supplied information on student race, class attendance, and achievement. Findings indicated that the Mexican-American students generally had more positive perceptions of the classroom environment than did the Anglo-American students. Significant differences were found between the two groups on the climate dimensions of student cliqueness, teacher favoritism, and task difficulty. The Anglo-American students had higher perceptions of cliqueness and favoritism. The Mexican-American students scored highest on their perceptions of task difficulty, but reacted more favorably to student decision making, classroom dissonance, and classroom physical appearance than did the Anglo-American students. For the Mexican-American students the relationship between climate perceptions and class attendance and achievement was much stronger than for the Anglo-American students. Classes perceived to be characterized by teacher warmth and enthusiasm and an absence of authoritarianism and punitiveness were better attended by the Mexican-American students. These students also received higher grades in classes characterized by teacher clarity and good organization. This finding implies that efforts to improve attendance and achievement of Mexican-American students can focus on improving affective teacher behavior and teaching skills. (JD)

ED214891 SP019830

Engstrom, Gerald A.

An Examination of the Viability of Class Climate as a Useful Construct in Secondary Schools. A Study of Schooling in the United States. Technical Report Series, No. 23.

California Univ., Los Angeles. Graduate School of Education
Spons Agency-Institute for Development of Educational Activities, Dayton, Ohio.; National Inst. of Education (ED), Washington, D.C.
Pub Date 81
Grant-NIE-G-79-0100
Note-137p.
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Black Students; *Classroom Environment; Classroom Techniques; Hispanic Americans; Racial Differences; Secondary Education; Secondary School Students; Secondary School Teachers; Sex Differences; Socioeconomic Influences; *Student Attitudes; *Student Characteristics; Student Teacher Relationship; *Teacher Attitudes; *Teacher Characteristics; *Test Validity; White Students

Classroom climate has been found to predict a significant portion of the variance in student achievement, independent of student background and intelligence quotient scores. This study sought to more clearly define classroom climate by determining to what extent climate measures teacher characteristics, student characteristics, and classroom characteristics such as curriculum and class size. After delineating the domains measured by classroom climate and establishing a climate construct, concrete and manipulable variables that covaried with the climate scale were identified. Data were obtained from 895 junior and senior high school classes. Students and teachers responded to questionnaires and interviews, and each class was observed on three separate occasions. Attention focused upon classroom climate variables of: (1) teacher concern, punitiveness, authoritarianism, favoritism, enthusiasm, and clarity; (2) student decision-making, peer attitudes, competitiveness, cliqueness, satisfaction, compliance, and apathy; (3) classroom physical appearance; and (4) instructional practices: knowledge of results, task difficulty, and organization. Evidence from the study indicated that the climate construct is affected by a wide range of variables that merge together in the classroom context, and the construct is most affected by the variables most proximate to the classroom. Two major findings support this evidence. First, climate scores are sensitive to variation from several domains. The background and beliefs of the students and teachers and the conditions within the classroom all affect the climate of the class. However, these variables accounted for, at most, 18 percent of the variance in the climate scores and were not considered a threat to the construct's validity. Second, teacher perceptions of classroom occurences were closely related to the climate scores. Five appendices provide additional information. (JD)

ED214892 SP019831

Oakes, Jeannie

A Question of Access: Tracking and Curriculum Differentiation in a National Sample of English and Mathematics Classes. A Study of Schooling in the United States. Technical Report Series, No. 24.

California Univ., Los Angeles. Graduate School of Education
Spons Agency-Carnegie Corp. of New York, N.Y.; Institute for Development of Educational Activities, Dayton, Ohio.
Pub Date 81
Note-296p.
EDRS Price - MF01/PC12 Plus Postage.
Descriptors-Ability Grouping; Academic Achievement; *Classroom Environment; *Educationally Disadvantaged; *Educational Quality; *Educational Status Comparison; English Instruction; *Equal Education; Racial Factors; Secondary Education; Secondary School Mathematics; Secondary School Students; Self Esteem; Socioeconomic Status; Student Attitudes; Student Needs; Student Placement; *Track System (Education)

Classroom variables and student track levels were studied to determine the impact of tracking and the resulting differences in student educational experiences. A secondary analysis of nationwide data collected for "A Study of Schooling" was used in an analysis of the classroom experiences of students in 297 secondary school English and mathematics classes. The investigation focused on how track levels differed in three major aspects of daily classroom life (curricular content, instructional practice, social relationships and interactions) and in selected student attitudes. Tracked classes were compared with heterogeneous classes on the same dimensions. An uneven racial distribution was found among tracks, particularly in schools where minority students were poor. The data analysis indicated that education in the schools studied was not available to all on an equal basis. Low track students were least likely to experience the quantity and quality of instruction associated with achievement. Teacher student relationships and other classroom interactions in low track classes focused on punitive and negative expressions, with low levels of peer esteem and high levels of class dissonance. Although low track students were as satisfied with their schools as their high track peers, they had the lowest self esteem, leading to the supposition that school processes contribute to societal inequalities. Heterogeneous classes were considerably more advantaged in terms of classroom content and processes than many of the average and nearly all of the low track classes, further supporting the theory of cultural reproduction. Sixty tables present study results, distributions, and classifications, and appendices present classroom learning environment scales, supplementary findings, and the degree of student satisfaction in the four samples. (FG)

ED214893 SP019832

Oakes, Jeannie

Tracking Policies and Practices: School By School Summaries. A Study of Schooling in the United States. Technical Report Series, No. 25.

California Univ., Los Angeles. Graduate School of Education
Spons Agency-Institute for Development of Educational Activities, Dayton, Ohio.
Pub Date 81
Note-126p.
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Ability Grouping; Academic Ability; *Academic Education; Elementary Secondary Education; Futures (of Society); *Grouping (Instructional Purposes); School Policy; Student Characteristics; *Student Placement; *Track System (Education); *Vocational Education

In this report, the 25 secondary and 13 elementary schools participating in "A Study of Schooling" are described in two ways. First, the emphasis given to academics and vocational subjects in the curriculum is estimated and compared with that of the other schools at the same level. Second, tracking policies and practices at each of the schools are described. These school-by-school descriptions provide a look at one aspect of the schooling context: how students at schools were stratified and separated according to their abilities, achievement, or expectations for their futures. Information was gathered on five dimensions: (1) extent, the percentages of classes which were tracked at the school; (2) pervasiveness, the number of subject areas at the school which were tracked; (3) flexibility, whether students were tracked subject-by-subject or across more than one subject on the same criteria; (4) mobility, the amount of student movement among tracks and the direction of that movement; and (5) locus of control, the primary decision makers in student track placement. In describing the tracking policies in each of the secondary schools, an overview is presented, followed by descriptions of the extent and pervasiveness of tracking, student flexibility, and mobility within the system, the rationale offered for student grouping, and sample classes that fit into the tracking system. The 13 elementary schools were examined for the extent, pervasiveness, structure, and rationale of tracking. It was observed in the elementary schools that, while few classrooms were homogeneous, grouping for instructional purposes was almost always used to some extent. Tables are appended displaying the percentage of full time equivalent teachers in subject areas in the secondary schools, an estimate of the extent of tracking in the schools, and the percentage of tracked classes in the secondary school samples. (JD)

ED214894 SP019833

Sirotnik, Kenneth A.

The Contextual Correlates of the Relative Expenditures of Classroom Time on Instruction and Behavior: An Exploratory Study of Secondary Schools and Classes. A Study of Schooling in the United States. Technical Report Series, No. 26.

California Univ., Los Angeles. Graduate School of Education
Spons Agency-Institute for Development of Educational Activities, Dayton, Ohio.
Pub Date 81
Note-61p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Academic Achievement; *Classroom Environment; Classroom Research; *Classroom Techniques; *Discipline; Secondary Education; Secondary School Students; Secondary School Teachers; Student Attitudes; *Student Behavior; Teacher Attitudes; *Teacher Characteristics; *Time on Task

The premise for an exploratory study of classroom instructional activities was that a positive and substantial correlation exists between achievement and instructional time. The proportion of time that teachers spent on instruction was compared to time devoted to student discipline and control. Three contextual variables were measured through questionnaires completed by students and teachers in secondary school classrooms: (1) teacher demographic and personal perceptions; (2) aggregated student perceptions of class climate, instructional practices, and course content; and (3) demographic characteristics of students. Trained observers recorded teacher student interactions in the classsroom, focusing on who was doing what to whom, how, and in what context. The findings have implications for future educational research. Data suggest that time spent by teachers on behavior management may be easier to predict than the time spent on instruction. There appear to be sufficiently important differences between senior and junior high school classes to warrant studying them separately to understand "quantity of schooling" hypotheses at the secondary school level. The need for control of differences between subject areas when analyzing classroom time variables emerged as an important factor, although the reason for this was not clear. A weak association was found between most teaching variables and the proportion of class time spent on instruction and behavior. Tables are appended showing the data found for each variable. (FG)

ED214895 SP019834

Sirotnik, Kenneth A.

An Inter-Observer Reliability Study of the SRI Observation System as Modified for Use in a Study of Schooling. A Study of Schooling in the United States. Technical Report Series, No. 27

California Univ., Los Angeles. Graduate School of Education
Spons Agency-Institute for Development of Educational Activities, Dayton, Ohio.
Pub Date 81
Note-39p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Classroom Environment; *Classroom Observation Techniques; Elementary Secondary Education; Experimenter Characteristics; *Observation; *Rating Scales; Student Behavior; *Student Teacher Relationship; Teacher Behavior; *Test Reliability
Identifiers-*SRI Observational System

This study examined the objectivity, trainability, and reliability of the SRI observational system (developed at the Stanford Research Institute) as it was modified for use in the "A Study of Schooling" research project. Four instruments in the observation system were tested. The physical environment inventory recorded the architectural arrangement of the classroom, seating and grouping patterns, and materials. The daily summary provided an overview of available space and materials as well as of student and teacher decision making processes. The classroom snapshot provided information about what each person in the classroom was doing at a given point in time and the nature of classroom activities. The five minute interaction was a continuous accounting of how time was spent in the classroom, focusing on the interactive process between teacher and students. By placing two observers in 357 elementary and secondary school classrooms, inter-observer reliability was analyzed. The results indicated that observers could be trained to use the SRI Observational System and that the instruments provided reliable data for analysis of classroom observations. Unreliability occurred mostly for behaviors which were rarely observed. Specific similarities and problems found in the use of each instrument are discussed. Appendices present data on correlations between observers. (CJ)

ED214896 SP019835

Oakes, Jeannie

Limiting Opportunity: Student Race and Curricular Differences in Secondary Vocational Education. A Study of Schooling in the United States. Technical Report Series, No. 28.

California Univ., Los Angeles. Graduate School of Education
Spons Agency-Institute for Development of Educational Activities, Dayton, Ohio.
Pub Date 81
Note-65p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Career Choice; Career Development; Career Guidance; *Course Content; Employment Level; Equal Opportunities (Jobs); *Minority Groups; Secondary Education; Secondary School Students; *Social Mobility; *Socioeconomic Status; Student Characteristics; *Student Placement; *Vocational Education

The relationship between secondary school students' socioeconomic status and ethnicity and their participation in vocational education programs was examined. Analysis of data from 25 secondary schools focused on three questions concerning: (1) the emphasis on vocational programs in non-white, ethnically or racially mixed, and white secondary schools; (2) percentage of non-white students in vocational education courses; and (3) the substance of vocational programs at non-white, mixed, and white schools. Each school's vocational program was described in terms of the teacher resources allocated to it, the content and format of courses, and the race/ethnicity of students taking the courses. Data analysis indicated that white and non-white students participated in fairly equivalent ways in vocational education. Non-white schools and mixed schools were not more vocational in nature than were white schools. Non-white students in mixed schools did not appear to be consistently enrolled in disproportionate numbers in vocational programs. However, a substantive difference emerged in the content of vocational courses offered to white and non-white students. It appeared that socioeconomic status was associated with differences in the types of programs offered. Non-whites and poor whites were being directed in their vocational training toward futures in lower-class social and economic positions. Vocational skills taught to middle and upper class white students were regarded as useful regardless of occupational status. Business courses offered to whites emphasized managerial and financial skills. Those offered to non-white and poor students taught clerical or retail skills. It is hypothesized that vocational education plays a role in reinforcing the low economic and social position of non-whites in American society. (JD)

ED214897 SP019836

Sirotnik, Kenneth A.
What You See is What You Get: A Summary of Observations in Over 1000 Elementary & Secondary Classrooms. A Study of Schooling in the United States. Technical Report Series, No. 29.
California Univ., Los Angeles. Graduate School of Education
Spons Agency-Institute for Development of Educational Activities, Dayton, Ohio.
Pub Date 81
Note-45p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Classroom Environment; Classroom Research; *Classroom Techniques; *Conventional Instruction; *Educational Assessment; Educational Change; Educational Objectives; *Educational Practices;

Elementary Secondary Education; Student Participation; Student Teacher Relationship; Teacher Effectiveness; Time on Task

Data from observations of 129 elementary, 362 junior, and 525 high school classes were analyzed to raise questions about classroom environment and classroom practices. Results gathered from four instruments are discussed: (1) physical environment inventory, which recorded classroom architectural arrangement, seating and grouping patterns, furnishings, and materials and equipment; (2) daily summary, which provided an overview of the space and materials available as well as the decision making processes in evidence by students and teacher; (3) five-minute interaction, which was continuous accounting of how time is spent in the classroom and focused on the teacher and student teacher interactions; and (4) classroom snapshots, which provided information about what each adult and student is doing in the classroom, the size of student groups, and the nature of activities in progress. Data gathered from these instruments are analyzed with both "narrow" and "broad" perspectives. The narrow perspective concludes that further research is necessary concerning teaching practices in the context in which they occur. The broader view concludes that the data collected represents an educational scenario that fits the wishes of neither education providers nor recipients. Concluding remarks are made about the processes and necessity of educational change. Tabular presentations are made of some of the data analyzed for this study. (CMJ)

ED214898 SP019837

Daly, Richard E.

A Causal Analysis of Satisfaction, Performance, Work Environment and Leadership in Selected Secondary Schools. A Study of Schooling in the United States. Technical Report Series, No. 31

California Univ., Los Angeles. Graduate School of Education

Spons Agency-Institute for Development of Educational Activities, Dayton, Ohio.

Pub Date 81

Note-344p.

EDRS Price - MF01/PC14 Plus Postage.

Descriptors-Administrative Policy; *Correlation; Data Analysis; Data Collection; *Educational Administration; Educational Environment; Educational Research; *Institutional Characteristics; *Models; *Organizational Effectiveness; Secondary Education

Identifiers-*Likert Model for Organizational Effectiveness; Study of Schooling (A)

This study investigated the concept of organizational effectiveness as proposed by Rensis Likert and his colleagues at the University of Michigan. The study focused on the causal relationship between the model's variables and on how the model could be used to analyze problems in secondary school educational administration. Data for this study were obtained from the "A Study of Schooling" (SOS) research project. The problem and its setting are examined in the first chapter of this report. Chapter II provides an overview of the general literature on organizational effectiveness. Chapter III presents an overview of the SOS, and actual data sources used in this study are examined. Chapter IV discusses the analysis of Subproblem One, which deals with the operationalization of the Likert model and examination of the internal consistency of the resultant formulation. Chapter V discusses the analysis of Subproblem Two, which tests the causal model as specified from Subproblem One. Chapter VI discusses the results of Subproblem Three, which proposes and tests alternative causal models derived from the initial Likert conceptualization. Chapter VII summarizes the study's findings and presents recommendations for theoreticians and practitioners. It was found that Likert's model could be operationalized with the data obtained from SOS, although a modified version of the Likert model did not fit the SOS data. Results also indicated that a better causal model could be developed. Tables, figures, and appendices present data analyzed for this report, and a bibliography of over 300 publications is included. (CJ)

ED214899 SP019838

Morris, Monica B.

The Public School as Workplace: The Principal as a Key Element in Teacher Satisfaction. A Study of Schooling in the United States. Technical Report Series, No. 32.

California Univ., Los Angeles. Graduate School of Education
Spons Agency-Institute for Development of Educational Activities, Dayton, Ohio.
Pub Date 81
Note-90p.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Administrative Policy; Administrator Attitudes; Classroom Environment; Elementary Secondary Education; *Job Satisfaction; *Principals; School Administration; *Teacher Administrator Relationship; Teacher Alienation; *Teacher Attitudes; *Teacher Morale; Teacher Salaries; *Teaching Conditions

Data collected on school environments for "A Study of Schooling" were analyzed to determine teachers' perceptions of their work environment. Two sets of elementary, middle, and high schools were identified from teacher responses. There were 14 schools in the set having less satisfying work environments, and ten schools were in the set having more satisfying work environments. In addition to teachers' attitudes, principals' attitudes and roles, and socioeconomic factors from these two sets were investigated. Confirming results from previous studies, schools perceived by teachers as being a less satisfactory workplace tended to be larger, expend less per pupil, have higher student teacher ratios, and serve racially mixed populations. While those factors affected teacher job satisfaction, strong principal leadership emerged as a consistent factor in teacher satisfaction and motivation. Teachers' comments on their relationships with principals showed significant differences between the less satisfying and the more satisfying work environments. Strong principals were characterized as autonomous, supportive, consistent, and in control. The implications for teacher job satisfaction were evident in findings on productivity, turnover, and teacher health. Salary level was evidently not a factor in satisfaction, since, despite similar salary levels, staff turnover was significantly higher at the less satisfying schools. These findings have implications for school policymakers at the local level, who must consider the effects of decisions about school administrators on teacher performance. Comments are drawn from responses to questions to illustrate certain trends in teachers' attitudes. Appendices present information on: (1) criteria for selection of more satisfying or less satisfying schools; (2) school descriptive data; (3) principal interviews about work environment; and (4) teacher interviews about work environment. (FG)

ED214900 SP019936

Moll, Marita

Teacher and Administrator Evaluation. Bibliographies in Education. No. 74.

Canadian Teachers' Federation, Ottawa (Ontario).
Report No-CTF-C-81101; ISBN-0-88989-121-4
Pub Date Dec 81
Note-112p.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Administrator Evaluation; Administrator Qualifications; Annotated Bibliographies; Evaluation Criteria; Evaluation Methods; Evaluation Needs; Foreign Countries; *Self Evaluation (Individuals); *Student Evaluation of Teacher Performance; *Teacher Effectiveness; *Teacher Evaluation
Identifiers-Canada

This annotated bibliography contains 602 references on teacher and administrator evaluation appearing, between May 1975 and September 1981, in: (1) Bibliographie du Quebec (Bibliotheque nationale du Quebec); (2) British Education Index (British Library); (3) Canadian Books in Print (University of Toronto Press); (4) Canadian Education Index; (5) Current Index to Journals in Education (Oryx Press); (6) Directory of Education Studies in Canada; (7) Educational Administration Abstracts (University Council for Educational Administration); (8) Onteris (Ontario Ministry of Education); (9) Radar (Bibliotheque nationale du Quebec); (10) Resources in Education (ERIC); and (11) Subject Guide to Books in Print (Bowker). Some items and annotations are in French. The first section covers writings on teacher evaluation, teachers' self-evaluation, and student evaluation of teachers. The second section deals with writings in administrator evaluation. A list of 74 items from the Bibliographies in Education series from June 1969 to December 1981 is appended. (JD)

ED214901 SP019937

Hungerman, Ann D.; Berger, Carl F.

Longitudinal Assessment of Instructional Competency: Three Stages of Preservice Professional Development.

Pub Date [80]
Note-63p.; Some tables marginally legible.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Competency Based Teacher Education; Cooperating Teachers; *Educational Assessment; *Educational Quality; Evaluation Methods; Feedback; Higher Education; Longitudinal Studies; Practicums; Preservice Teacher Education; *Program Evaluation; *Self Evaluation (Individuals); Student Attitudes; *Student Evaluation; Student Teacher Supervisors; Student Teaching; Teaching Skills
Identifiers-University of Michigan

This report describes the improvement of the University of Michigan Elementary Teacher Education program evaluation system through analysis of computerized longitudinal data generated by student self reports from 1977 to 1980. Students enrolled in the elementary certification program received a list of 96 instructional competencies and were given the opportunity to report on them in three dimensions: knowledge, demonstration, and confidence. They were asked to report their perceptions of their competencies at three points in time: before and after their methods-practicum and after student teaching. Cooperating teachers and university supervisors completed feedback forms for a reduced number of the competencies during and after each of two major field experiences. Provision was made on the report forms for assessment of the difficulty of achieving mastery in each competency. The competencies were in eight content areas: (1) planning; (2) establishing goals and objectives; (3) pupil evaluation; (4) using educational materials and equipment; (5) selecting and organizing classroom activities; (6) using teaching methods and strategies; (7) classroom management; and (8) providing pupil guidance and services. A description is given of the methods of establishing the validity of the competencies, and descriptive statistics are provided on the standardized mean scores for the three dimensions of instructional competency at the three points in time. A sample student report form is included as well as the form used by the supervising teachers. Following an analysis of the data obtained from this longitudinal study, the assessment instruments for the program were refined by revising some competency statements and by providing for more effective feedback to the students. (Authors/JD)

ED214902 SP019939

Wynne, Edward A.

Teaching About Cooperation.

Pub Date Mar 82

Note-18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 22, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Class Activities; *Cooperation; Education Majors; Grading; *Group Activities; *Group Dynamics; *Group Instruction; Higher Education; Informal Assessment; *Interpersonal Competence; Preservice Teacher Education; *Self Directed Groups; Socialization; Student Attitudes

Teacher education programs inadequately prepare teachers to teach students to participate in the many forms of cooperation which are inherent in life. Although teachers have the responsibility of helping students learn how to live and be productive in social groups, students in colleges of education are not usually trained to oversee and grade groups. Sometimes student teachers, during their course work, are put into groups to work on class assignments. However, when all student teachers working in a group are given the same individual grades, or given different individual grades on the basis of their non-group activity, the work of the group is not being properly graded. As a result, student teachers are not learning to use groups in their own classrooms. When professors assign college students group projects, they are often reluctant to apply grading policies which recognize the different contributions of different members, and so everyone is given the same grade. Many able, grade-oriented education students who have such experiences become "anti-group" because they feel they were victimized by others in the group who contributed little to the endeavor. Examples are presented for developing flexible groups that allow students to learn how to deal with confrontations and differences tactfully. Suggestions for ways to grade the final group and its work are also made. (JD)

ED214903 SP019942

Marshall, Jon C.; And Others

Looking at Needs Assessment for Staff Development. A Research Study.

Spons Agency-Far West Lab. for Educational Research and Development, Berkeley, Calif.
Pub Date 82
Note-41p.
Available from-Ferguson-Florissant School District, Teacher Center, 200 Church Street, Ferguson, MO 63135 ($1.25 plus 10 percent handling).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Elementary School Teachers; *Inservice Teacher Education; *Interviews; *Needs Assessment; Program Development; *Questioning Techniques; *Questionnaires; Secondary School Teachers; Teacher Attitudes; Teacher Workshops; Teaching Skills; *Test Validity

Two methods of conducting a needs assessment for inservice teacher education programs were tested to determine: (1) the level of consistency of information between the two methods; and (2) the comparative validity of the two types of needs assessments. Eighty-eight teachers were divided into four groups. An informal assessment technique, consisting of an interview questionnaire developed and pilot-tested by project staff, was used to assess the inservice needs of 21 teachers in one group. A formal computerized questionnaire was validated and used with another group of 43 teachers. The inservice needs of two other groups, with 12 teachers in each, were assessed by both methods; one group had the interview first and questionnaire second, while the other group responded to the questionnaire first and the interview second. The participants were teachers of kindergarten through high school, some of whom had had no previous inservice experience. No first year teachers were included. Analysis of the formal data was done by computer, and the informal analysis process consisted primarily of informal staff discussions pertaining to the results of individual interviews. The informal assessment provided micro-level information suitable for individual and small group instruction, while the formal assessment provided macro-level information useful for planning group learning experiences. In analyzing the consistency of the information obtained by the two methods, little systematic relation between the two methods resulted. There was a moderate positive relation between needs and teacher participation when either formal or informal needs assessment procedures were used. (FG)

ED214904 SP019943

Gitlin, Andrew; And Others

Horizontal Evaluation: An Investigation Into an Approach to Student Teacher Supervision.

Pub Date Mar 82
Note-37p.; Paper presented at the Annual Conference of the American Educational Research Association (New York, NY, March 20, 1982).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Behavioral Objectives; Education Work Relationship; *Evaluation Methods; Higher Education; Holistic Evaluation; Preservice Teacher Education; *Student Teachers; *Student Teacher Supervisors; Student Teaching; *Supervisory Methods; Teacher Behavior; *Teacher Evaluation; *Teacher Supervision; Teaching Skills
Identifiers-*Horizontal Evaluation

The effectiveness of horizontal evaluation for student teachers and their supervisors was explored through a qualitative analysis of three case studies. For the case studies, two of the supervising teachers were university-based, while the third was a secondary school teacher with no prior experience in supervising student teachers. The aim of the horizontal evaluation model was to expand the scope of evaluation so that supervision focused on linking educational theories and objectives to practice. The stated short term and long term goals of the student teachers were the basis for evaluation. Supervisors observed the student teachers for one lesson and discussed their observations with them in a conference. The supervisors were then trained in the use of horizontal evaluation and used the model to observe and critique four subsequent lessons for each of the student teachers. These lessons and the resulting supervisory conferences were videotaped to facilitate analysis both for the conferences and for the qualitative analysis of the case studies. Five themes emerged from application of the model. The analysis of the link between teachers' intents and practice received increased emphasis. There was a shift toward critically assessing instructional practice. A tendency to analyze practice in terms of holistic themes emerged. The valuative nature of teaching received increased attention. There was a movement away from supervisor-dominated agenda setting toward a greater balance between student teacher and supervisor initiation of discussion topics. (Authors/FG)

ED214905 SP019944

Knoop, Robert

The Alienated Teacher: A Profile.

Pub Date Mar 82
Note-28p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March, 1982).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Career Development; Decision Making; Elementary Secondary Education; Foreign Countries; Goal Orientation; Interpersonal Competence; Locus of Control; Occupational Aspiration; *Personality Traits; *Self Concept; *Teacher Administrator Relationship; *Teacher Alienation; *Teacher Attitudes; Teacher Characteristics; Teacher Morale; Teacher Role; *Work Attitudes

The behavioral implications of teachers' career alienation, defined as feelings of disappointment with career and professional development, were explored with a sample of 1,869 elementary and secondary school teachers in Ontario, Canada. Analyses included bivariate correlations, T-tests, and multiple regressions. The 39 independent variables were subdivided into personal-demographic factors, personal-psychological factors, situational-job characteristics, and job outcomes. The findings indicated that the job related variables attributed the most significant portion of variance in career alienation. Of the 16 situational-job variables, eight contributed 32 percent of the variance (participation in decision making, considerate leadership, feedback from principal and peers, skill variety of the job itself, job autonomy, task significance, position held in school, and structured leader behavior). Of the eight job outcome variables, four accounted for 45 percent of the variance (job satisfaction, satisfaction with supervision, powerlessness, and identification with the school or school board). It is suggested that school administrators can help reverse teacher career alienation by revising their leadership behavior and by redesigning teachers' jobs. (Author/JD)

ED214906 SP019946

Hange, Jane

Teachers in Their Fifth Year: An Analysis of Teaching Concerns from the Perspectives of Adult and Career Development.

Pub Date Mar 82

Note-26p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Adult Development; Beginning Teachers; *Career Development; *Developmental Stages; Family Life; *Job Satisfaction; Self Actualization; *Teacher Attitudes; Teacher Morale; *Teacher Persistence; Teacher Role; *Teaching Experience; Vocational Followup

The situations and attitudes of a total of 15 teachers and former teachers were investigated as part of a followup study conducted four years after a study at the completion of the teachers' first year of teaching. Using many of the same questions as in "The First Year Teacher Study," interviews were conducted, and three survey instruments were completed focusing on adult developmental issues. The interviews revealed perceptions in six areas: (1) descriptions of teachers' present career and personal life situations; (2) importance of teaching; (3) high and low periods during the five years; (4) ideal vision of self in career and life style, and congruency with the present ideal; (5) career expectations; and (6) participation in the research study. Ten of the fifteen teachers had altered their initial career choice in some way, reflecting discomfort with the initially chosen life structure. A relatively low commitment to the profession was seen. Choices made in the areas of occupation and marriage/family appeared to be influential in distinguishing between the teachers who felt congruence with their ideal vision and those whose ideal was incongruent or who had no ideal vision. While many expressed a greater inclination to remain in education than had been evident in their first year, the demands of the classroom seemed to be on a collision course with the demands of home and personal life. (FG)

ED214907 SP019950

McClure, Larry
The Regional Laboratory Connection. Improving Educational Practices Through Systematic Research and Development. Executive Summary.
Northwest Regional Educational Lab., Portland, Oreg.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date 1 Jun 77
Contract No-400-77-0039
Note-22p.; For related document, see SP 019 951.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Administrator Attitudes; *Educational Research; Needs Assessment; Organizational Effectiveness; *Organizational Objectives; Program Development; *Research and Development Centers; Resource Allocation; Technology Transfer
Identifiers-*Northwest Regional Educational Laboratory
Based on reports from the Northwest Regional Educational Laboratory and on interviews with directors of seven other regional educational research laboratories, this report summarizes critical elements that have enabled the laboratories to sustain a viable set of research and development activities. A brief review is presented of: (1) the purpose and procedures of the study; (2) the historical perspective of regional educational laboratories; (3) the essential ingredients of a successful regional educational laboratory; and (4) recommendations for planning a new regional laboratory. (JD)

ED214908 SP019951

McClure, Larry

The Regional Laboratory Connection. Improving Educational Practices Through Systematic Research and Development.

Northwest Regional Educational Lab., Portland, Oreg.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date 1 Jun 77
Contract No-400-77-0039
Note-227p.; For related document, see SP 019 950.
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-Administrator Attitudes; Administrator Qualifications; *Educational Research; Financial Support; Goal Orientation; Information Dissemination; Needs Assessment; *Organizational Communication; *Organizational Effectiveness; *Organizational Objectives; Personnel Selection; *Research and Development Centers; Site Selection; Technology Transfer; *User Satisfaction (Information)
Identifiers-Northwest Regional Educational Laboratory

To examine the contributions and procedures of regional educational laboratories, the Northwest Regional Educational Laboratory (NWREL) compiled a history of its own development and compared its approaches in several critical areas to those of seven other regional laboratories. A section on the purpose and development of the laboratories provides an annotated bibliography on regional educational laboratories from 1966 through 1976. Based on NWREL experiences and interviews with staff members in other laboratories, the critical ingredients of a regional educational laboratory were identified as: (1) clarify purpose; (2) define region; (3) choose an operational site; (4) create institutional framework; (5) choose directors; (6) select staff; (7) organize for work; (8) identify needs; and (9) specify research and development functions. Each of these elements is briefly defined, followed by examples from the NWREL model, reactions and comments from NWREL constituents, and perspectives from seven other regional laboratories. Along with these descriptions are four discussions on how to build the constituencies who use the services provided by the laboratories. Recommendations are made for planners of new regional research and development centers. The appendix includes tables displaying annual NWREL organization charts, membership patterns, and its board member profile, from 1966 to 1976. (JD)

ED214909 SP019952

Cotton, Kathleen; Savard, W. G.

Direct Instruction. Topic Summary Report. Research on School Effectiveness Project.

Northwest Regional Educational Lab., Portland, Oreg.
Spons Agency-Alaska State Dept. of Education, Juneau.
Pub Date Feb 82
Note-113p.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Academic Achievement; *Basic Skills; Compensatory Education; *Conventional Instruction; Economically Disadvantaged; Educational Environment; *Educationally Disadvantaged; Educational Research; Elementary Secondary Education; Mastery Learning; Student Teacher Ratio; Teacher Behavior; Teacher Effectiveness; *Teaching Methods; Teaching Styles; Time Factors (Learning)
Identifiers-*Direct Instruction

An analysis is presented of a review of research reports on the efficacy of direct instruction in fostering basic skills development. The review process began with a topical literature search using the ERIC database and conventional library methods. Articles and other documents were analyzed and abstracted into "Item Reports." Each of the items was judged against a set of pre-established criteria and ranked on a five-point scale. The collection of Item Reports was examined to identify issues which could be stated as hypotheses. Each hypothesis became the subject of a "Decision Display." The Decision Displays were created by sorting the Item Reports into those which supported or negated the hypothesis. A Summary Report was then generated from consideration of the Decision Displays and the file of Item Reports. For this analysis, 33 relevant documents were selected for examination, from which four hypotheses emerged: (1) Use of the Distar (Direct Instruction System for Teaching and Remediation) programs with disadvantaged, primary level children has a positive effect on basic skills achievement and affective development; (2) Use of the teaching strategies and behaviors collectively termed "direct instruction" has a positive effect on the basic skills achievement of primary and upper elementary school children; (3) Higher achievement results when skills and concepts are taught directly than when they are presented indirectly or not at all; and (4) Direct instruction is inappropriate for some educational settings, especially those involving older students and learning activities beyond basic skills development. The research documents strongly supported these hypotheses. This report includes the Item Reports on the 33 documents, the Decision Displays justifying the formation of the hypotheses, and an interpretive summary of findings. Recommendations are offered based on the findings and conclusions. (JD)

ED214910 SP019953

Margolin, Edythe

Sociological Approaches to Issues on Teacher Burnout.

Pub Date Feb 82
Note-22p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Interpersonal Competence; *Job Satisfaction; Rewards; *Role Perception; Self Actualization; *Self Concept; *Self Evaluation (Individuals); *Social Attitudes; Social Status; *Teacher Burnout; Teacher Salaries

Sensations of burnout have a great deal to do with societal issues and the way that society defines the self concept of individuals. When people do not feel as societal values dictate, they often begin to sense disappointment in themselves, their life styles, and what they are receiving from people around them in the form of approval, praise, or friendship. Six elements are identified that may be used by teachers to analyze their feelings about their life and work and to determine what areas in their lives are offering satisfaction or disappointment: (1) daily energy, which must be sustained to remain constructively functional in work and to achieve satisfaction from it; (2) self-fulfillment, received in and from work; (3) perfection syndrome, which concerns the all-or-nothing sense of achievement; (4) society's (or an institution's) standards, as shown through rewards received or withheld; (5) impressions of competence of performance in work and performance in relationships encountered in nonwork situations; and (6) sense of self-direction and functioning effectively on the job. These elements are discussed as they pertain to the job of teaching and the role of teachers in society. Suggestions are also made for dealing with areas in work and relationships outside of work that are causing symptoms of burnout. (JD)

ED214911 SP019955

A Guide to Curriculum Development in Physical Education.
Connecticut State Dept. of Education, Hartford.
Pub Date 81
Note-135p.
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Adapted Physical Education; Administrative Organization; *Curriculum Development; Educational Trends; Elementary Secondary Education; Extramural Athletics; Intramural Athletics; Legal Responsibility; *Physical Education; Physical Education Facilities; *Physical Fitness; Physical Health; *Program Development; Recreational Activities; State Standards; Student Characteristics; Student Needs; Teaching Methods; Teaching Styles
Identifiers-Connecticut

This guide offers a framework for planning, implementing, and evaluating a physical education program for students in primary grades through high school based on Connecticut state goals. The first section contains a discussion of the philosophy and goals of physical education programs and current trends in physical education. The second section discusses the contributions made to physical education from the biological, physical, and behavioral sciences. In the third section, suggestions are made for developing a comprehensive physical education program in the schools. The fourth section deals with designing a curriculum suitable for students at different levels of physical, mental, and emotional development from the ages of three to eighteen. Suggestions are made for considering the characteristics of students at each developmental level, their needs and interests, the teaching philosophy used at each stage, learning outcomes, and desirable experiences. Teaching styles and methods are discussed in the fifth section, and student evaluation and measurement techniques are considered in the sixth section. The seventh section offers insights and suggestions for dealing with students with special needs. Federal, state, and local legal requirements affecting Connecticut school responsibilities are covered in the eighth section. The ninth section recommends organizational and administrative procedures. The tenth section discusses physical education facilities, equipment, and supplies. The final section contains suggestions for extraclass athletic and recreational activities. The appendix contains statewide goals for education specific to Connecticut, a glossary, samples of exemplary physical education practices, and lists of physical education supply sources and resources. (JD)

ED214912 SP019956

Haslett, Jacqueline G.
The Art of Movement and Letter Learning.
Pub Date Mar 82
Note-30p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Associative Learning; Body Image; Elementary Education; *Interdisciplinary Approach; *Language Skills; *Learning Modalities; *Movement Education; Reading Difficulties; *Reading Skills; Remedial Instruction; Self Expression; *Teaching Methods
Movement education techniques can be used to enhance childen's creative and expressive abilities, which can help to develop a sound self image and to transfer knowledge to reading skills. Numerous studies have explored perceptual and motor learning, movement therapy, and the needs of children with learning difficulties. Movement concepts have been developed by Rudolf Laban to apply four types of movement and movement learning to reading and language skills: (1) bodily aspects; (2) effort; (3) spatial aspects; and (4) relationship. These concepts can be transferred to reading and writing skills through relating body movements to letter shapes, words, punctuation, sounds, sequences, dimension, and direction. Both cognitive and perceptual learning must be accounted for in the learning process. Specialists in remedial reading programs can use these kinesthetic techniques to improve reading skills, since some children with learning difficulties are not always successful in traditional remedial programs. (FG)

ED214913 SP019960

Allen, B. J., Jr.; And Others
Education That is Multicultural: A University's Response.
Pub Date [82]
Note-9p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Course Content; Cultural Pluralism; Curriculum Design; Higher Education; Learning Disabilities; *Multicultural Education; Nondiscriminatory Education; Preservice Teacher Education; *Program Evaluation; Program Improvement; *Racial Differences; *Sex Fairness; *Socioeconomic Status; Teacher Education Curriculum

A survey was conducted at Florida State University's College of Education to determine the status of the instructional aspects of multicultural education and to recommend new directions to insure that multicultural education is adequately addressed in the college's curriculum. The study focused on the extent to which 60 courses addressed sex, race, socioeconomic status, and the handicapped. The rationale for delineating these variables was based on the assumption that, if instruction focused on these topics, it would have a positive effect on all sub-cultural groups. It was found that, within the context of regular instruction, educational implications arising from differences based on sex were treated in all 60 courses. Socioeconomic aspects were given attention in all but one course. Differences related to race were addressed in all but six courses, and the handicapped were considered in 41 courses. Multicultural education was integrated within the regular scope of instruction in the majority of the courses. Lecture and discussion were the most frequently used teaching techniques. The most frequently reported goals of instruction for multicultural education were: (1) strategies for dealing with differences among people; (2) interpersonal skills; (3) evaluative techniques; (4) values clarification; and (5) cultural dynamics. Six recommendations for improving and strengthening the existing multicultural aspects of the program are included in this report. (JD)

ED214914 SP019963

Summers, Kathleen Richards

Partners: Math, Science, Social Studies, Language Arts. Ideas for the Art Part of the Interrelated Curriculum of the Elementary Classroom Teacher.

High Museum of Art, Atlanta, GA.
Spons Agency-Georgia Council for the Arts and Humanities.
Pub Date 81
Note-63p.
Available from-The High Museum of Art, 1280 Peachtree Street, NE, Atlanta, GA 30309 ($8.00 per copy plus $1.00 postage and handling).
Document Not Available from EDRS.
Descriptors-*Art Activities; Art Appreciation; *Art Education; *Creative Activities; Elementary Education; Elementary School Mathematics; Elementary School Science; *Interdisciplinary Approach; Language Arts; Social Studies

This resource book for elementary school teachers is designed to supply art projects which can be used alone or to reinforce lessons in other academic subjects. The 25 projects have been created, researched, adapted, and used in the Department of Education of The High Museum of Art (Georgia) since 1968. Descriptions of each project provide: (1) the idea to be taught; (2) project activity; (3) purpose of the project; (4) teacher preparation and materials; (5) motivating questions; (6) instructions; (7) suggested activities; (8) other curriculum tie-ins; and (9) a bibliography. The projects can be performed by individuals or groups. The curriculum tie-ins offer suggestions for adapting the activities to math, science, social studies, and language arts classes. Line drawings and photographs illustrate concepts and procedures, and 12 slides are included for five of the projects. The projects are indexed by their curriculum tie-ins and by element of art (color, line, texture, shape, illusion, space, and symbolism). A selected bibliography of five teacher resources, three student resources, and two teacher or student resources are included, as well as a list of material sources and a user's evaluation and order form. (FG)

ED214915 SP019964

Alabama Course of Study. Physical Education. Bulletin 1981, No. 5.
Alabama State Dept. of Education, Montgomery.
Pub Date 81
Note-86p.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Course Objectives; Curriculum Development; Elementary Secondary Education; Exercise; Lifetime Sports; *Physical Education; *Physical Fitness; *Physical Health; *Program Development; Recreational Activities; State Standards; Student Characteristics
Identifiers-*Alabama

Guidelines for elementary and secondary school physical education are presented that conform to Alabama education laws and to competency statements prepared by the American Alliance for Health, Physical Education and Recreation. Physical education objectives are identified as developing and maintaining good health and physical fitness, acquiring motor skills, and participating in physically active recreation. Program content designed to promote these objectives is presented for each grade from kindergarten through grade twelve. Student characteristics, instructional objectives, and minimum requirements for student achievement are outlined. Organizational plans are suggested for grades six through eight and nine through twelve. The appendices contain profiles of exemplary programs at schools in Alabama, Georgia, Colorado, and Washington. Also included are discussions of the general philosophy and concepts of physical education, and a bibliography listing 26 publications. (JD)

ED214916 SP019066

Daines, Delva
Designing Instruction for Mastery Learning.
Pub Date [82]
Note-28p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Achievement; *Behavioral Objectives; *Curriculum Design; *Difficulty Level; Elementary Secondary Education; Expectation; Formative Evaluation; Individual Instruction; *Mastery Learning; Media Selection; *Reading Achievement; *Sequential Learning; Student Evaluation; Student Motivation; Teacher Influence; Teaching Methods

The basic philosophy of mastery learning is that all students can learn if they are provided with effective instruction and practice. Research on mastery learning has been done in many countries and at all

levels of education in different subject areas, and it has repeatedly shown excellent results. This teaching and learning strategy succeeds in bringing large proportions of students to high levels of achievement with good retention and with strong motivation for learning. The three major elements in mastery learning are preparation for teaching, the instructional processes, and the evaluation of students' learning. Preparation consists of writing and sequencing program objectives and determining instructional reading levels of students. Instructional processes include stating the instructional objective explicitly, modeling the skill for the students, eliciting a replication of the model through the use of instructional directions and questions, providing immediate feedback to the students through reinforcement or corrective procedures, and planning and supervising their practice activities. The feedback and correction procedures are the most essential aspect of a mastery learning model. Evaluation for mastery learning includes formative and summative tests, although emphasis is placed on formative evaluation because constant diagnosis is made of what has been learned by the students, and correction is provided until mastery of the skill has been achieved. A 34-item checklist for designing a mastery learning program is appended as well as a bibliography of 69 references. (JD)

ED214917 SP019967

Jones, Dan R.

Pupil Control Ideology as a Source of Stress: The Student Teacher's Dilemma.

Pub Date Feb 82

Note-11p.; Paper presented at the Annual Conference of the Association of Teacher Educators (62nd, Phoenix, AZ, February 14-17, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Attitude Change; Attitude Measures; Classroom Techniques; Cooperating Teachers; Discipline; Educational Environment; Socialization; *Stress Variables; *Student Teachers; Student Teacher Supervisors; *Teacher Attitudes; *Teacher Response; Teaching Experience; *Vocational Adjustment

Identifiers-*Pupil Control Ideology Form

One type of adaptation made by each student teacher is the development of attitudes toward controlling pupils. The student teachers' attitudes toward pupil control may be at odds with those of other educators and this difference in attitude, particularly in the case of the cooperating teacher, can cause stress. Attitudes toward pupil control can be measured by an instrument called the Pupil Control Ideology Form (PCI). Studies have found that student teachers began their field experiences with a significantly less custodial orientation than their cooperating teachers. Post-testing revealed a significant shift in the student teachers' orientation from a humanistic attitude to the more custodial attitude held by cooperating teachers. An additional shift in attitude in the same direction was observed during the first year of inservice teaching. Some findings have indicated that these shifts in attitude appear to be stronger in student teachers preparing to teach in secondary schools, and it has been posited that there are more attempts to socialize teachers into a bureaucratic mold at the secondary school level than at the elementary level. Stress can occur for student teachers if they resist bureaucratization and if their attitudes do not change to agree with those of their cooperating teachers. University supervisors can reduce the likelihood of this kind of stress by using the PCI to determine the attitudes of both the student teacher and the cooperating teacher before the student teaching experience. (JD)

ED214918 SP019971

Martin, David S.

Mainstreaming the Hearing-Impaired Teacher.

Pub Date 82
Note-14p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Houston, TX, February 17-20, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Admission Criteria; Cooperating Teachers; Deaf Interpreting; *Deafness; *Mainstreaming; Partial Hearing; Practicums; *Preservice Teacher Education; Sign Language; *Student Teachers; Student Teaching; Teacher Certification; *Teacher Education Programs
Identifiers-*Disabled Teachers; *Gallaudet College DC

Recent changes in certification laws for special education teachers require some training in "normal" classrooms, a challenging situation for hearing impaired preservice teachers. Gallaudet College (Washington, DC) has been known for its teacher education program for teachers of the hearing-impaired. A new undergraduate program has been developed at Gallaudet College to provide training for hearing-impaired preservice teachers to prepare them for certification in regular education. The students range from those with moderate hearing loss who can function through either voice or sign language to those who have a profound hearing loss who can function only through sign language and some lipreading. The coursework element of the program is conducted in "simultaneous communication" (using sign language, voice if possible, and lipreading at the same time). For the practicum experience, conducted in hearing classrooms, student teachers follow the customary pattern of gradual involvement in the classroom through observation, subsequent analysis, and assisting the cooperating teacher. They then develop a specific personal plan for functioning in a hearing classroom. Strategies may include teaching their cooperating teacher and the class about deafness, providing mini-lessons in the use of sign language, team teaching with the cooperating teacher, or, in the case of the profoundly deaf, using an interpreter as a translator of the student teachers' sign language. Regular meetings are held between the student and the cooperating teacher as well as with parents and administrators, ensuring feedback on specific problems and successful communication. A college supervisor observes and critiques student teachers on a weekly basis. Gallaudet College staff members provide inservice orientation for cooperating teachers about deafness and how to work with a hearing-impaired adult. (JD)

ED214919 SP019973

Kilgore, Alvah M.

Implementing Educational Equity Practices in a Field-Based Teacher Education Program: Some Promising Practices.

Pub Date Feb 82

Note-18p.; Paper presented at the National Conference of the Association of Teacher Educators (Phoenix, AZ, February, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Attitude Change; College School Cooperation; Cooperative Planning; Curriculum Development; *Equal Education; Field Experience Programs; Higher Education; Knowledge Level; *Mainstreaming; *Multicultural Education; Preservice Teacher Education; Secondary School Teachers; *Sex Fairness; Student Attitudes; Teacher Behavior; *Teacher Education Programs

The Nebraska University Secondary Teacher Education Program (NUSTEP) incorporates educational equity concepts through a four-phased, theory-to-practice performance- and field-based teacher training program. The program was developed by college faculty, resource personnel in educational equity, and staff representatives from the Lincoln Public Schools. A content, activity, and resource file in each major equity area was prepared for professors to use with their students throughout the program. Performance criteria in each equity area were developed as well as an evaluation design in which data on student pre- and post-course attitudes and knowledge would be collected. The third phase of NUSTEP concentrated on teacher concepts and behaviors, and it was during the third phase that one week was set aside to deal exclusively with educational equity, specifically, sex fairness, mainstreaming, and multicultural education. Equity Week was designed along the lines of a mini-conference inservice workshop. The objectives for this week were to have preservice teachers: (1) become more sensitive to their own values and feelings on educational equity; (2) demonstrate knowledge of the legal responsibilities of teachers in relation to Title IX, Public Law 94-142, and the Civil Rights Act of 1964; (3) become aware of the teacher's roles when incorporating educational equity in their classrooms; and (4) become aware of materials and resources available on educational equity and how to incorporate them into classroom activities. Positive gains were achieved as measured by tests of students' attitudes and knowledge about mainstreaming and multicultural education and, to a lesser extent, sex equity. There is a proposal in the Lincoln Public Schools to have first year inservice teachers participate in future Equity Week programs. (JD)

ED214920 SP019976

Howarth, Les

Project T.E.A.C.H.: An Evaluative Study.

Pub Date 81
Note-32p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Education Courses; Elementary School Teachers; Foreign Countries; *Information Utilization; *Inservice Teacher Education; *Participant Satisfaction; Peer Relationship; *Program Effectiveness; Secondary School Teachers; *Teacher Attitudes; Teacher Education Programs; Teaching Skills
Identifiers-Canada; *Project TEACH

A survey of 17 graduates of Project T.E.A.C.H. (Teacher Effectiveness and Classroom Handling), an inservice education program offered through the Ontario (Canada) Public School Men Teacher's Association in conjunction with Lesley College, used closed- and open-ended questions to obtain evaluations of the project's effectiveness. Five project areas were surveyed: (1) present use of Project T.E.A.C.H. skills and standards; (2) motives for participation; (3) effect of Project T.E.A.C.H. on peer relationships; (4) teaching level; and (5) overall assessment of the project as a teaching device. All respondents maintained some knowledge of the course components, although the amount of implementation of skills learned through the project decreased over a three-year period. In spite of a generally positive view of Project T.E.A.C.H., fewer than half of the respondents expressed an active desire to pursue its sequel, Project P.R.I.D.E. A copy of the questionnaire and glossary of terms is appended. (FG)

ED214921 SP019982

Fleming, Gladys Andrews, Ed.; And Others
Children's Dance. Revised Edition.
American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD).
Pub Date 81
Note-105p.
Available from-American Alliance for Health, Physical Education, Recreation and Dance, 1900 Association Drive, Reston, VA 22091 (Stock Number 243-25446; $7.25).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Aesthetic Education; Art Activities; *Children; *Creative Development; *Curriculum Development; *Dance; Educational Innovation; Elementary Education; Interdisciplinary Approach; Males; Movement Education; Physical Education; Resource Materials; *Teaching Methods
The findings of the National Dance Association's Task Force on Children's Dance are presented through position papers on the status of dance in education. In Part 1, the purposes and projects of the task force are outlined. The chapters in Part 2 list guidelines for a comprehensive dance program and provide examples of the use of the guidelines in nine schools. The chapters in Part 3 deal with providing alternative movement activities in schools, experiences of male students and teachers in dance education, folk and ethnic contributions, related arts, and creative dance activities. Excerpts from four presentations given at the Land of the Lakes Conference on Children's Dance (1972) and an epilogue are presented in Part 4. Lists of suggested books, records, and films and their sources and distributors are presented in Part 5. (FG)

ED214922 SP019988

Hayes, Elizabeth R., Ed.; And Others
A Guide to Dance Production. "On With the Show."
American Alliance for Health, Physical Education, Recreation, and Dance, Washington, D.C. National Dance Association.
Pub Date 81
Note-92p.
Available from-American Alliance for Health, Physical Education, Recreation and Dance, 1900 Association Drive, Reston, VA 22091 (Stock Number 243-26884; $8.95).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Applied Music; *Clothing Design; Cultural Activities; *Dance; Lighting Design; *Production Techniques; Publicity; *Stages (Facilities); *Theater Arts; Theaters
Identifiers-Audition (Theatrical); Rehearsals (Theater)

This publication provides suggestions for school and professional level dance program production. The first chapter contains a brief history of twentieth century costumes and settings for dance. The second chapter discusses program planning, auditions, and rehearsals. Costume design and construction are covered in the third and fourth chapters. In the fifth chapter, aspects of musical accompaniment are considered, and lighting and color are the subjects of the sixth chapter. Chapter Seven provides guidelines for technical production, including design, organization, scheduling, set-up, rehearsal, the performance, and striking the set after the performance. The eighth chapter deals with publicity efforts. A list of suggested music selections for dance scores is included and ranges from medieval and renaissance pieces to works of modern and jazz composers. (FG)

ED214923 SP019989

McGeehan, Jane

The Relationship of Selected Antecedent Variables to Outcomes of Training in Multicultural Education for Pre-service Teachers.

Pub Date Mar 82
Note-19p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Education Courses; Education Majors; Higher Education; *Multicultural Education; Outcomes of Education; Preservice Teacher Education; Relevance (Education); *Student Attitudes; *Student Characteristics; *Student Development

The responses of 38 preservice teachers enrolled in an education course entitled "Teaching in a Pluralist Society" were obtained through interviews, essays, and survey instruments. The students' responses were analyzed in relation to their knowledge of multicultual education, inter-ethnic experiences and behaviors, and attitudes and feelings about self and others. Three groups of students participated in the study: 25 were volunteers, eight were nonvolunteers, and five were "resistors" (reluctant learners, as identified by the instructor). Preliminary findings are discussed in the areas of: (1) common patterns among students with positive attitudes toward the course; (2) relationships among increased knowledge, changes in attitudes, and feelings toward other ethnic groups; (3) attitude changes between students having frequent previous high quality inter-ethnic experiences and students having infrequent low quality inter-ethnic experiences; (4) attitude changes in students with positive initial attitudes; (5) comparisons between students' initial and final attitudes; and (6) comparison between the initial and final variables of the five students who changed most and the five students who changed least. Tentative conclusions and implications are presented. (FG)

ED214924 SP019994

Page, Jane A.; And Others

The Teaching Profession as a Career Opportunity: Perceptions of High School Seniors, Pre-Service Teachers, and In-Service Teachers.

Spons Agency-Georgia Southern Coll., Statesboro.
Pub Date Mar 82
Note-32p.; Paper presented at the Annual Conference of the American Educational Research Association (New York, NY, March 22, 1982).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Career Choice; Career Guidance; *High School Seniors; Occupational Aspiration; Preservice Teacher Education; *Student Attitudes; *Teacher Attitudes; *Teacher Recruitment; Teacher Supply and Demand; *Teaching (Occupation)

Four problems were investigated in a study of factors contributing to teacher shortages: (1) to identify the perceptions of high school seniors, preservice teachers, and inservice teachers toward the teaching profession as a career opportunity; (2) to determine differences in perceptions of these groups categorized on the basis of background information variables; (3) to identify factors which significantly discriminate between students who are considering teaching and those who are not; and (4) to determine discriminating factors associated with groups of preservice and inservice teachers categorized on the basis of whether or not they would encourage others to enter the profession. Data was collected from the responses to questionnaires by 2,478 high school seniors, 387 preservice teachers, and 315 inservice teachers in ten southeastern states. Among the major findings were that 40 percent of the high school seniors interested in teaching made the decision prior to age 15. Thirty-four percent of the preservice teachers did not become interested in teaching until after they entered college. Seventy-one percent of the inservice teachers would encourage a capable student to enter teaching. All respondents perceived salary, discipline problems, and working conditions as discouraging factors. Some aspects of teaching were perceived more positively by females than males, and blacks generally perceived teaching in a more positive manner than whites. The factor that best independently discriminated whether students would consider teaching was whether or not other individuals had discussed the possibility with them. Specific findings of the study are displayed in 23 tables. (JD)

ED214925 SP019996

Lubomudrov, Carol; And Others

Relationships between Level of Moral Cognitive Development, Teachers' Understanding of Educational Issues and Teaching Practices.

Pub Date Mar 82
Note-17p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Classroom Environment; Discipline; Elementary Education; Elementary School Teachers; Self Evaluation (Individuals); Student Attitudes; Student Behavior; *Student Teacher Relationship; *Teacher Attitudes; *Teacher Behavior; Teacher Influence; *Teacher Role; *Teaching Styles

A case study method was used with eight female elementary school teachers to investigate the relationships among their understandings of moral and educational issues and how they conduct their classrooms. Data were collected through individual interviews, videotapes, classroom observations, and teachers' written position papers. It was found that

there were differences among teachers on: (1) their understandings of rules; (2) their perceptions of their role as teacher; (3) their expectations concerning the interactions of students in the classroom; and (4) the perspective they took while discussing educational issues. Four teachers stressed the importance of rules, valued an authoritarian role for the teacher, emphasized conformity on the part of students, and talked mainly from their own perspective as teachers. The other teachers stressed the importance of students' rights, valued a democratic role for the teacher, emphasized individual differences among students, and more often took the perspective of the students. (FG)

ED214926 SP019998

Adams, Ronald D.

Teacher Development: A Look at Changes in Teacher Perceptions Across Time.

Pub Date Mar 82

Note-48p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March, 1982). Some pages marginally legible due to small print.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Attitude Change; Beginning Teachers; Classroom Techniques; Discipline; Elementary School Teachers; Graduate Surveys; Longitudinal Studies; Secondary School Teachers; Student Motivation; Student Teachers; *Teacher Attitudes; *Teacher Behavior; *Teaching Experience; *Teaching Styles

Identifiers-Western Kentucky University

Data obtained through Western Kentucky University's Teacher Preparation Evaluation Program were analyzed to identify changes in teachers' perceived problems, concerns, and classroom behavior over a six-year period. Data were collected from teachers at four points: during the student teaching experience, and near the end of the first, third, and fifth years of teaching. Participants in the first cycle were obtained from the 1972 student teacher population. Starting with Cycle VI (1977), participants were choosen to increase the initial sample size and to reflect desired characteristics, particularly secondary level subject matter preparation. The data selected were from self reports, direct classroom observation, and ratings by students, peers, and supervisors. Findings indicated that teachers at all levels tended to regard student discipline and motivation as major problems in meeting their professional obligations. While concern about the impact of instruction on students was high for all teachers, it was of more concern for elementary inservice teachers than for secondary inservice teachers. The opposite was true for preservice and beginning teachers, in whom concern about their own teaching performance was highest. Differences in verbal interaction patterns emerged between elementary and secondary school teachers, and remained relatively constant across

teaching levels. As teachers gained experience, they tended to perceive an increase in problems with pupils, administrators, and parents, while at the same time their concern about themselves as teachers was decreasing. They tended to have increasing concerns about instructional tasks even though their classroom teaching behavior greatly improved, particularly between the first and third years of teaching. (JD)

ED214927 SP020002

Schoeny, Donna Hager; Galbreath, Diane

Utilizing Community Resources in the Classroom: An In-service Reference Collection.

Virginia Univ., Charlottesville. Mid-Atlantic Center for Community Education.
Spons Agency-Mott (C.S.) Foundation, Flint, Mich.
Pub Date 82
Note-61p.
Available from-University of Virginia, Com. Ed., 216 Ruffner Hall, 405 Emmet St., Charlottesville, VA 22903 ($2.00).
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Community Characteristics; *Community Resources; Elementary School Teachers; Elementary Secondary Education; Field Trips; *Information Utilization; *Inservice Teacher Education; Parent School Relationship; School Community Programs; *School Community Relationship; Secondary School Teachers; *Teacher Participation; Teacher Workshops; Volunteers

Materials and suggestions are provided for inservice activities to help elementary and secondary school teachers use community resources to enhance classroom experiences. Section I contains reprints of two articles promoting teacher involvement with community resources. This section also lists objectives and the rationale for using community resources in the classroom and discussion points that can be made into overhead transparencies. The second section includes five group interaction exercises to establish a cohesive working relationship among the workshop participants. In Section III, the design for a one day (or two half-days) community resource workshop for teachers and community representatives is discussed. The fourth section provides suggestions and procedures for class field trips and goals and guidelines for establishing a parent and community volunteer program. Samples of parental permission slips, a field trip data sheet, and an application form for volunteers are appended. (FG)

ED214928 SP020003

Report to the Utah State Board of Education on the Teacher Education Programs at Utah State University.

Utah State Board of Education, Salt Lake City.

Pub Date Nov 81

Note-83p.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Accreditation (Institutions); College Administration; College Faculty; *Curriculum Evaluation; Education Courses; *Program Evaluation; *Program Improvement; Self Evaluation (Groups); State Boards of Education; *State Standards; State Universities; Teacher Certification; *Teacher Education Programs

Identifiers-*Utah State University

The process of evaluation of all teacher education programs in Utah includes a visit to each state institution at least once every five years. During the approval visit, each teacher education program leading to certification is evaluated according to the Standards for State Approval of Teacher Education developed by the National Association of State Directors of Teacher Education and Certification (NASDTEC). On November 9-11, 1981, a group of professional personnel directed by and under the leadership of the Utah State Office of Education visited the campus of Utah State University (USU). The results of that evaluation are reported in this document. Commendations and recommendations are given for elements of the USU teacher education program: (1) organization and administration of teacher education; (2) curriculum principles and standards for basic programs; (3) early childhood education; (4) elementary education; (5) secondary education professional components; and (6) post baccalaureate and graduate programs. (JD)

ED214929 SP020007

A Guide to Curriculum Development in Health and Safety.
Connecticut State Board of Education, Hartford.
Pub Date 81
Note-105p.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Curriculum Development; Elementary Secondary Education; *Health Education; Physical Health; *Program Development; *Program Evaluation; *Safety Education; School Community Relationship; School Health Services; State Curriculum Guides; State Standards; Student Evaluation
Identifiers-*Connecticut

The components of a school health program are discussed in the first section of this guide for the development of comprehensive programs in health and safety for elementary and secondary schools. A historical perspective and current trends and emphases on health education are included along with an overview of health education in Connecticut. The second section describes the philosophy and goals of a health and safety education program. The curriculum development process is discussed in the third section and includes community involvement, major program considerations, and curriculum models. In the fourth section, the content and objectives of a health instruction program are discussed: (1) community, environmental, and consumer health; (2) prevention and control of disease and disabilities; (3) first aid and emergency procedures; (4) growth and development of the human body; (5) mental health, human relations, and values awareness; (6) nutrition; (7) personal health and fitness; (8) safety and accident prevention; (9) substance use and abuse; and (10) family life education. For each of these topics, the main idea, life goals, and rationale are stated as well as the learning objectives for each elementary and secondary grade level. The fifth section is devoted to evaluation of health and safety education programs and offers sample program evaluation survey and rating instruments. The appendix contains the goals for education in Connecticut, sections of the Connecticut general statutes pertinent to health education curriculum, sample needs assessment questionnaires for community members, students, and teachers, a list of information resources available to health educators, an evaluation checklist, and a listing of Connecticut regional educational service centers. (JD)

ED214930 SP020009

Graden, Janet; And Others

Academic Engaged Time and Its Relationship to Learning: A Review of the Literature.

Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.
Spons Agency-Office of Special Education (ED), Washington, D.C.
Report No-IRLD-Mono-17
Pub Date Jan 82
Contract No-300-80-0622
Note-54p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Academic Achievement; Conceptual Tempo; Elementary Secondary Education; Expectation; Interaction Process Analysis; Learning Disabilities; Research Methodology; *Student Characteristics; *Student Placement; *Student Teacher Relationship; *Teacher Attitudes; Time Factors (Learning); *Time on Task

Studies of how children spend their time in school, how teachers' perceptions and student characteristics affect interactions and the use of time in classrooms, and how the concept of time relates to student achievement were reviewed in preparation for an investigation of the extent to which different groups of children have different learning opportunities. The intent was to build a data base to be used in relation to current practices of referring, assessing, and placing students of different learning chracteristics. Two areas of relevant research are reported: studies of time in relation to achievement and studies of teacher student interaction and student response as dependent on varying teacher expectations and student characteristics. The research on instructional time is discussed in five categories: (1) quantity of schooling, or time in the school day; (2) teacher reports of opportunity to learn; (3) teacher reports of allocated time; (4) direct observation of allocated tme; and (5) student engaged time. A conclusion reviews the results of the literature survey and is followed by a list of references. (Authors/JD)

ED214931 SP020016

Woellner, Elizabeth H.

Requirements for Certification for Elementary Schools, Secondary Schools, Junior Colleges. Teachers, Counselors, Librarians, Administrators. Forty-seventh Edition, 1982-83.

Report No-ISBN-0-226-92467-9
Pub Date 82
Note-237p.
Available from-The University of Chicago Press, 5801 S. Ellis Ave., Chicago, IL 60637 ($20.00).
Document Not Available from EDRS.
Descriptors-*Administrator Qualifications; *Certification; *Counselor Certification; Early Childhood Education; Elementary Secondary Education; Librarians; Pupil Personnel Workers; *School Personnel; Special Education Teachers; *State Standards; *Teacher Certification; Teacher Qualifications; Two Year Colleges; Vocational Education Teachers
Identifiers-United States

Each year brings variations in the certification requirements of many states, and it is the purpose of this publication to bring these changes to the attention of teachers, administrators, librarians, counselors, and other school personnel. An alphabetical listing of the states provides information on certification requirements for all school personnel. The listings for some states include the number of semester hours of required courses needed for certification. Information is given on reciprocity of certification and provisional certificates. The listings are preceeded by brief summaries of recommendations of the regional and national associations representing the Middle States Association, the North Central Association of Colleges and Schools, the Northwest Association of Schools and Colleges, and the Southern Association of Colleges and Schools Commission on Secondary Schools. A statement of the function of the American Association of Community and Junior Colleges is included. Sources of information regarding teacher applications in the United States Possessions and Territories are also included. (JD)

ED214932 SP020019

A Guide to Better Inservice Education in Texas.
Texas Education Agency, Austin.
Report No-GE2-311-01
Pub Date Apr 82
Note-20p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Education Service Centers; Elementary Secondary Education; *Inservice Education; Needs Assessment; Participant Satisfaction; Program Development; *Program Implementation; *School Districts; *School Personnel; *Staff Development; *State Standards
Identifiers-*Texas

The purpose of this guide is to help school districts and education service centers plan effective inservice education programs consistent with laws and rules enacted by the Texas state legislature and the Texas State Board of Education. Essential provisions and acceptable activities of inservice teacher education are listed. The basic elements of an inservice plan are delineated, including needs assessment, program design, scheduling, management, and evaluation. Guiding principles are offered for planning meaningful inservice education programs. Alternative designs and inservice education cooperatives are described. The answers to frequently asked questions about conducting inservice programs are provided in the areas of needs assessment, participants, special education, summer programs, credit or compensatory time, and the roles of education service centers and the Texas Education Agency. The appendix contains excerpts from Texas state law and Texas State Board of Education rulings pertaining to inservice education. (FG)

ED214933 SP020030

Certificates in Georgia with Comparisons for Other States. Issues for Education Series.

Georgia Professional Standards Commission, Atlanta.

Pub Date [81]
Note-116p.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Comparative Analysis; *Educational Certificates; Elementary Secondary Education; *Intellectual Disciplines; *School Personnel; State Norms; *State Standards; *Teacher Certification; Teacher Education; *Teacher Qualifications
Identifiers-*Georgia

In this monograph, Georgia's certificates for school personnel are analyzed by "type" and by "field," and the reasons for the development of new certificates are discussed. In the first section, a comparison is presented of types and fields of certification in each of the United States. "Type" of certification refers to the category of school personnel involved, such as teachers, administrators, or support services. "Fields" are the subject areas or specializations in which teachers are certified as eligible to teach. The second section discusses reasons for the development of new certificates. The pressures and influences to change certification standards and procedures in Georgia since 1966 are described. In the third section, certification in Georgia is discussed in relation to data provided in six tables: (1) kinds of certificates currently issued for teachers, leadership personnel, and service personnel; (2) number of each kind of certificate issued; (3) distribution of certificates in active fields; (4) distribution of certificates in each of 121 academic or specialist fields by type of certificate; (5) infrequently issued certificates (less than 300); and (6) fields in which certificates are no longer issued. Four tables provide the background for a discussion of certification practices in other states: (1) types of certificates issued to teachers, their levels, and validity; (2) certificates listed by teaching fields, for multisubject, single subject, special education, and high school subjects; and (3) other certificates issued, including those for vocational educators, support service personnel, and administrators and supervisors. (FG)

ED214934 SP020031

Luttrell, H. Dale; And Others
Paid Early Field Experience for College Education Majors.
Pub Date [82]
Note-9p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*College School Cooperation; *Compensation (Remuneration); Cooperating Teachers; *Education Majors; *Field Experience Programs; Higher Education; Preservice Teacher Education; Student Evaluation; Student Teacher Supervisors; *Teacher Aides; Teacher Education Programs
Identifiers-North Texas State University

North Texas State University (NTSU) has instituted a cooperative program which allows junior level education majors to become full-time paid teacher aides in participating school districts. The students work for one semester and are closely supervised by their university supervisor. To enter the program, they must have completed a minimum of sixty-three semester hours, including a mandatory child development course. Participating students are required to enroll in a curriculum class that meets one evening a week. Most students enroll for at least one class in addition to the curriculum class. For example, ninety percent of the students participate in the Elementary Laboratory Experience class which requires a minimum of sixty hours of classroom observation. They are given credit for their experience in the classroom and can obtain an additional three hours practicum credit that can be

used as an elective. In this way, they do not lose an entire semester of university credit while participating in the aide program. Most aides gain at least 700 hours of work experience. Current salaries range from $3,300 to $3,600 per semester, and it is felt that this factor makes the aide more responsible to the school, and the school more inclined to provide valid work experience. Aides may be assigned routine paper work as well as classroom responsibilities or special assignments. The aide usually reports directly to the principal, and, at the end of the program, all teachers who have worked with the aide file evaluations with the NTSU project director. These evaluations are thought to enhance the students' employment chances. (JD)

ED214935 SP020039

Henry, Marvin A.

The Effect of Increased Exploratory Field Experiences Upon the Perceptions and Performance of Student Teachers.

Pub Date Feb 82
Note-12p.; Paper presented at the Annual Meeting of the Association for Teacher Educators (Phoenix, AZ, February 16, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Classroom Techniques; Comparative Analysis; *Field Experience Programs; Performance Factors; *Preservice Teacher Education; *Program Length; Secondary School Teachers; *Student Attitudes; Student Teachers; Student Teaching; Teacher Evaluation; *Teaching Experience; Teaching Skills; *Time Factors (Learning)
Identifiers-Indiana State University

This study examined whether increased exploratory field experiences affected the perceptions and evaluations of secondary school student teachers at Indiana State University. Studied were 238 student teachers who were simultaneously undergoing two different professional preparation programs: 154 were in a program requiring only one field experience, and 84 were in a program requiring a minimum of four exploratory field experiences prior to student teaching. Two instruments were used for analysis. A questionnaire asked student teachers to report their feelings of adequacy in performing designated teaching skills and to identify major problems during student teaching; an evaluation form was completed by supervising teachers. A chi-square analysis of significance was conducted for both instruments since they were on a Likert scale. Results indicated that a significant difference existed in three of the 20 teaching skills: (1) writing and teaching a behavioral objective; (2) assisting pupils with reading difficulties; and (3) teaching handicapped students. There was no significant difference for any of the 26 factors on the evaluation form. The major problem reported by student teachers was discipline. The study's results led to the conclusion that increased field experiences had little or no effect upon student teacher evaluations or student teacher perceptions of their ability to perform designated teaching tasks. Further study is recommended to isolate variables that may be related to field experiences and their impact upon student teaching. (Author/JD)

ED214936 SP020053

Caul, Jacqueline L.; Hahn, Karen

Effects of Increasing Time Allocated to Student Teaching.

Pub Date [80]
Note-21p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Classroom Techniques; Cooperating Teachers; Field Experience Programs; Higher Education; Preservice Teacher Education; *Program Length; *Student Attitudes; *Student Teaching; Teacher Effectiveness; *Teaching Skills; *Time Factors (Learning)

Researchers compared an eleven-week term student teaching program with a fifteen-week semester program. Examined were the effects of the length of the student teaching experience on student teachers' perceptions regarding teaching skill development and on the amount of time spent in actual classroom instruction. Subjects were nine 15-week semester students and seven 10-week term students from two major Michigan universities. All supervising teacher contacts and student teacher observations, visitations, and evaluations were performed by a common coordinator. Data collection instruments included a Perception of Skills Development Form and a Length of Experience Assessment instrument designed to elicit student perceptions regarding the length of their student teaching experience and the pace at which they were given instructional responsibility. The instruments measured participants' perceptions regarding the importance of selected teaching skills, their ability to apply the skill, and the effect of the student teaching experience on skill development. Findings suggested that increased time in a student teaching assignment does not necessarily increase the actual amount of time the student is involved in classroom instruction. Despite this lack of increased instructional practice, students' confidence in their ability to perform teaching skills appeared to increase with additional time. The three teaching skills reported by student teachers as becoming much more important to them were those related closely to student control or discipline. While ten-week term student teachers tended to view their programs as somewhat too short, fifteen-week semester student teachers held the opinion that their program was too long. However, data appeared to support the notion that longer student teaching experience is related to an increase in student teachers' confidence in applying teaching skills. (JD)

ED214937 TM810848

A Report to the Board of Education of Anne Arundel County on the Status of the Schools.

Anne Arundel County Board of Education, Annapolis, Md.
Pub Date Jul 80
Note-339p.
EDRS Price - MF01/PC14 Plus Postage.
Descriptors-*Annual Reports; Boards of Education; *Educational Facilities; *Educational Objectives; *Educational Planning; *Educational Strategies; *Public Schools; *Status
Identifiers-Maryland (Anne Arundel County)

This annual report for the 1979-1980 school year summarizes and gives the status of the main objectives of the major programs within the public school system of Anne Arundel County. Project objectives for the 1981-82 school year as well as the one immediately following are also presented and explained. In his statement, the Superintendent of Schools places special emphasis on several programs including Drugs and Alcohol Education, Vocational Education, Special Education, Gifted/Talented/Advanced Programs, Reading/Language Arts/Mathematics/Music/Art/Physical Education Programs, Food Services, Transportation Services, and Maintenance/Operations Services. (Author/IAL)

ED214938 TM810882

Mkandawire, Donton S.J.

The Utility of Predictive Assessment and the World of Work.

Pub Date May 81
Note-18p.; Paper presented at the International Conference of the International Association for Educational Assessment (7th, Manila, Philippines, May 25-30, 1981).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Developing Nations; Evaluation Methods; *Measurement Techniques; Models; Occupational Tests; *Predictive Measurement; *Predictive Validity; *Selection; *Testing Problems; Testing Programs
Identifiers-*Utility Theory

The problem of finding a meaningful way of demonstrating the benefit or satisfaction to be gained by using predictive assessment techniques to select or place individuals in work situations is explored. The urgent need of developing nations for appropriate occupational and educational selection procedures is presented and explained. A discussion on (1) the points to consider before implementing a selection program, (2) the concept of decision theory as applied to personnel selection, (3) the basic model often used in selection procedures, and (4) the precision model used for evaluationg selection tests is provided. In spite of the various procedures suggested to measure the worthiness of a test, it is concluded that it has not been possible to show, in a meaningful way, the practical gain to be achieved by investing in selection programs. (AL)

ED214939 TM810886

Research into the Development of Affective Instruments in the Lansing School District, Final Report. Part 1: The Development of an Instrument to Measure the Effect of Counseling Services on Elementary Children in Grades Three through Six [and] Part 2: The Development of an Instrument to Measure the Effects of Counseling Services on Elementary Children in Grades One and Two.

Lansing School District, Mich.

Spons Agency-National Inst. of Education (ED), Washington, D.C.

Pub Date 14 May 81
Grant-NIE-G-80-0031
Note-74p.; Marginally legible.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Affective Measures; *Attitude Change; *Behavior Change; *Counseling Effectiveness; Counseling Services; Elementary Education; Factor Analysis; Multiple Choice Tests; Path Analysis; Primary Education; Response Style (Tests); *Test Reliability; *Test Validity
Identifiers-Lansing School District MI; *Student Self Report

Part I summarizes data on the final version of the Student Self-Report, an affective, multiple-chioce questionnaire developed to measure the kinds of behavioral and attitudinal changes which elementary counselors most often attempt to produce when providing services to students in Grades 3-6. Part I contains reliability and validity data for the instrument, a model of affective development resulting from a path analysis done on these data, a measure of the traits exhibited by students referred for counseling services, and a measure of the effects of counseling services. The measure does not consistently show gains for students receiving counseling services. Nevertheless the data provide insight into the development of affective problems in elementary children and the way in which counseling programs address these concerns. A parallel instrument was developed to measure similar affective content for children in Grades 1-2. Part II presents validity and reliability data collected in developing a pilot version of the Student Self-Report. In general, results suggest that this instrument measures the same attitudes and behaviors measured by the upper level instrument. However, the instrument is difficult for primary children and invalid results are produced for many of these students. (Author/AL)

ED214940 TM810911

Baird, Leonard L.; Knapp, Joan E.

The Inventory of Documented Accomplishments for Graduate Admissions: Results of a Field Trial Study of Its Reliability, Short-Term Correlates, and Evaluation.

Educational Testing Service, Princeton, N.J.
Spons Agency-Graduate Record Examinations Board, Princeton, N.J.
Report No-ETS-RR-81-18; GREB-78-3R
Pub Date Aug 81
Note-139p.
Available from-Educational Testing Service, Graduate Programs, Rosedale Road, Princeton, NJ 08541 (free).
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Academic Achievement; *Achievement Rating; Activities; *Admission Criteria; Biology; English; *Graduate Study; Higher Education; Measures (Individuals); *Predictive Measurement; Psychology; *Test Construction

Identifiers-*Assessment Instruments

This is the report of the third phase of a multi-phase project designed to develop an inventory of documented accomplishments for graduate student selection. The material developed in earlier stages was pilot-tested in Phase Three in 26 departments that represented the fields of English, biology, and psychology. The major purpose of this study was to investigate the instrument developed in Stage Two in terms of technical soundness, and the feasibility of its use in the admissions process. This study represents the transition of the use of documented accomplishments to predict graduate school achievement from a research phase to a more operational phase during which the instrument would be tested in actual admissions situations. The departments were asked to administer the instrument to their newly enrolled graduate students. Straightforward descriptive and correlational analyses of the responses to the inventory were conducted to describe characteristics of the students and the instruments and identify the most reliable clusters of items and indices of accomplishment. Students were followed up at the end of their first year to assess their graduate school accomplishments and their relationship to previous attainments. Students' reactions to the inventory were obtained by interview and by additional questions at the end of the inventory. (Author/CM)

ED214941 TM820006

Quellmalz, Edys

Evaluation Technologies Program: Evaluation Practices. Field Draft of Leader's Package, CSE Workshop Series.

California Univ., Los Angeles. Center for the Study of Evaluation.
Pub Date Nov 77
Note-46p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Evaluation; *Leadership Training; *Training Methods; *Workshops

This package, which can be used on an individual or group basis, introduces basic leadership skills which are essential for conducting successful workshops. The twelve topics covered by the package are as follows: (1) initial contact to set up workshop; (2) preworkshop activities; (3) conducting the workshop; (4) opening remarks; (5) introducing the instructional materials; (6) delivery skills; (7) modifying the workshop; (8) pacing skills; (9) discussion leader skills; (10) sensitivity to participants; (11) feedback skills; and (12) group dynamics. A needs assessment exercise is presented at the beginning of the package. (Author/AL)

ED214942 TM820014

Merit Rating Guidelines for Kentucky Schools.
Kentucky State Dept. of Education, Frankfort. Div. of Program Development.
Pub Date Sep 81
Note-124p.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Curriculum Evaluation; *Demonstration Programs; Elementary Secondary Education; *Evaluation Criteria; Evaluation Methods; *Guidelines; *Program Evaluation; Rating Scales
Identifiers-*Kentucky

The Kentucky Department of Education has developed the merit rating as a means of providing special recognition to middle school and high school curricular areas that are of superior quality. When a school wishes an area of the curriculum to be considered for a merit rating, the principal requests an evaluation; an evaluation team is selected and conducts an on-site visit. Based on the evaluation team's report and the recommendations of the Superintendent of Public Instruction, the State Board of Education determines which programs deserve merit ratings. The general criteria for evaluation address program administration, philosophy and objectives, class load, teacher qualifications, curriculum, instructional materials, evaluation procedures, facilities, and opportunities for professional growth. These guidelines include the criteria and rating forms necessary to conduct an evaluation. (Author/BW)

ED214943 TM820016

Options in Education: Takes Listeners to the Core of the Issues. Standardized Testing, Parts 1-6, Program Nos. 280-285.
George Washington Univ., Washington, D.C. Inst. for Educational Leadership.; National Public Radio, Washington, D.C.
Pub Date 80
Note-90p.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*College Entrance Examinations; Scoring; *Standardized Tests; Student Attitudes; Test Bias; Test Coaching; *Testing Problems; Test Validity
Identifiers-Educational Testing Service; National Public Radio; *Scholastic Aptitude Test; Truth in Testing Legislation

The transcript of a six-part National Public Radio broadcast on standardized testing is presented. The first part focuses on the reasons tests are administered; these reasons are discussed by proponents and opponents of testing. Part Two contains a discussion of the possible bias of tests, and their validity. The third part discusses the Scholastic Aptitude Test (SAT), students' experiences in taking the SAT, and students' attitudes toward the scores. Most of the fourth part is concerned with coaching for tests and the implications of coaching for test interpretation. The fifth part discusses the need for more openness in standardized testing, and the proposed test disclosure legislation. The final part of the program criticizes the use of standardized tests and advocates the use of alternative means of student assessment. (BW)

ED214944 TM820026

Wilcox, Rand R.

Test Design Project: Studies in Test Adequacy. Annual Report.

California Univ., Los Angeles. Center for the Study of Evaluation.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date Nov 81
Grant-NIE-G-80-0112
Note-289p.; For related documents see ED 211 592 and ED 212 650.
EDRS Price - MF01/PC12 Plus Postage.
Descriptors-Achievement Tests; Criterion Referenced Tests; Guessing (Tests); *Mathematical Models; *Multiple Choice Tests; Scoring Formulas; Testing Problems; Test Items; *Test Reliability; Test Theory
Identifiers-*Answer Until Correct; *Distractors (Tests)

These studies in test adequacy focus on two problems: procedures for estimating reliability, and techniques for identifying ineffective distractors. Fourteen papers are presented on recent advances in measuring achievement (a response to Molenaar); "an extension of the Dirichlet-multinomial model that allows true score and guessing to be correlated"; results on an answer-until-correct scoring procedure; the k out of n reliability of a test, and an exact test for random guessing; "determining the length of multiple choice criterion-referenced tests when an answer-until-correct scoring procedure is used"; "a closed sequential procedure for comparing the binomial distribution to a standard"; "a closed sequential procedure for answer-until-correct tests"; "approximating the probability of identifying the most effective treatment for the case of normal distributions having unknown and unequal variances"; estimating the reliability of a mastery test with the beta-binomial model; "analyzing the distractors of multiple choice test items or partitioning multinomial cell probabilities with respect to a standard"; "solving measurement problems with an answer-until-correct procedure"; and "a polarization test for making inferences about the entropy of multiple-choice test items." (Author/BW)

ED214945 TM820028

Hecht, Lawrence W.

Validation of the New Jersey College Basic Skills Placement Test.

Educational Testing Service, Princeton, N.J.
Spons Agency-New Jersey State Dept. of Higher Education, Trenton.
Pub Date Sep 80
Note-60p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Achievement Tests; *College Freshmen; Higher Education; Mathematics Achievement; Multiple Choice Tests; Questionnaires; Reading Achievement; Screening Tests; *Student Placement; Teacher Attitudes; *Test Validity; Writing Skills
Identifiers-New Jersey; *New Jersey College Basic Skills Placement Test

This report presents the major available evidence to date on the validity of the New Jersey College Basic Skills Placement Test (NJCBSPT). The findings are as follows: (1) results of two content-validity questionnaires show New Jersey college instructors to be in general agreement that the test content is appropriate and important to assess; (2) test scores from the NJCBSPT are highly correlated with scores from the Comparative Guidance and Placement (CGP) tests; (3) the Sentence Structure and Essay tests correlate slightly more highly with the Test of Standard Written English (TSWE) than with the Scholastic Aptitude Test-Verbal; (4) groups of students with different educational backgrounds show large differences in average NJCBSPT scores; (5) the percentage of students whom instructors thought were placed correctly ranged from 68 percent to 98 percent; (6) the percentage of students who thought they were placed correctly ranged from 60 percent to 98 percent; (7) median predictive validity coefficients were found to be similar to those obtained for other test batteries such as the CGP tests; and (8) median concurrent validity coefficients were found to be as follows: reading comprehension, .27; sentence structure, .33; logical relationships, .36; computation, .48; elementary algebra, .57. (Author/GK)

ED214946 TM820064

Fraser, Barry J.; Nash, Rieke
Evaluation of Educational Innovations.
Macquarie Univ., North Ryde (Australia).
Spons Agency-Australian Schools Commission, Canberra.
Report No-ISBN-0-9594053-2-1
Pub Date 81
Note-86p.
Available from-Dr. Barry Fraser, Head of School of Curriculum Studies, Western Australian Institute of Technology, South Bently, W.A. 6102 Australia.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Educational Innovation; Elementary Secondary Education; *Evaluation Methods; Foreign Countries; *Program Evaluation
Identifiers-Australia

This monograph provides teachers and teacher trainees with practical assistance in evaluating and documenting school-level innovations. Authentic and concrete illustrations culled from reports of evaluations of innovative projects funded by the Australian Schools Commission are featured. Examples are used to illustrate seven major aspects which could be included in any project description assembled for dissemination purposes. These are aims on rationale, setting, origins of projects, material and equipment, student activities, funding, and problems. The wide variety of techniques which were employed in evaluation reports are described and several concrete illustrations of how these techniques were used are provided. The techniques considered are interviews, observation, student diaries, usage rates, expert testimony, discussions at meetings of project personnel, achievement tests, and questionnaires. (Author/GK)

ED214947 TM820080

Lord, Frederic M.
Standard Error of an Equating by Item Response Theory.
Educational Testing Service, Princeton, N.J.
Spons Agency-Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
Report No-ETS-RR-81-49
Pub Date Nov 81
Contract No-N00014-80-C-0402
Note-35p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Comparative Analysis; *Equated Scores; *Error of Measurement; *Latent Trait Theory; *Mathematical Formulas; Mathematical Models
Identifiers-Equipercentile Equating; Linear Equating Method

A formula is derived for the asymptotic standard error of a true-score equating by item response theory (IRT). The equating method is applicable when the two tests to be equated are administered to different groups along with an "anchor test." Numerical standard errors are shown for an actual equating 1) comparing the standard errors of IRT, linear, and equipercentile methods; 2) illustrating the effect of the length of the anchor test on the standard error of the equating. (Author/BW)

ED214948 TM820081

Lord, Frederic M.

The Standard Error of Equipercentile Equating.

Educational Testing Service, Princeton, N.J.
Spons Agency-Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
Report No-ETS-RR-81-48
Pub Date Nov 81
Contract No-ONR-N00014-80-C-0402
Note-32p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Educational Testing; *Equated Scores; *Error of Measurement; *Mathematical Formulas; Sampling; Testing Problems
Identifiers-*Equipercentile Equating; Monte Carlo Methods

Transformations or equating of raw test scores on two or more forms of the same test are made interchangeable by empirical procedures deriving the standard error of an equipercentile equating for four different situations. Some numerical results are checked by Monte Carlo methods. Numerical standard errors are computed for two sets of real data. (Author/CM)

ED214949 TM820088

Ellett, Frederick S., Jr.; Shumener, Betty M.

Defensible Educational Goals and Needs-Assessment Strategies. Studies in Evaluation and Decision Making. Work Unit 3: Philosophic Inquiry into Evaluation.

California Univ., Los Angeles. Center for the Study of Evaluation.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date Nov 78
Contract No-08-NIE-G-78-0213
Note-44p.; For related documents, see ED 212 668 and TM 820 089-090.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Educational Objectives; Elementary Secondary Education; *Evaluation Methods; *Needs Assessment; School Community Relationship; *Student Needs

Many difficulties exist in establishing defensible educational objectives on the basis of student and community needs. Needs assessment strategies differ in subject matter, not in method. Preference, or data collection, is the first phase followed by an evaluation of actual conditions. The strategies concentrate on the "needs" of desire. Preference data will not enable educators to determine defensible goals. Six concepts of "need" to be analyzed are obligation, subsistence, required means, useful means, "need" of desire and of conative dispositions. Only certain "needs" have ethical implications about what ought to be done. Every need of desire does not have to be fulfilled. The authors conclude that since prominent needs-assessment strategies rely mainly on needs of desire, they cannot determine defensible educational objectives. Different techniques and principles must be incorporated into the strategies to determine defensible goals. The prominent strategies must be modified to establish defensible educational goals. The ultimate worth of an educational program depends on the worth of its objectives. The authors feel the prominent needs assessment strategies are in urgent need of modification and reform. (DWH)

ED214950 TM820091

Tyler, Ralph W.; White, Sheldon H.

Testing, Teaching and Learning: Chairmen's Report of a Conference on Research on Testing (August 17-26, 1978).

National Inst. of Education (DHEW), Washington, D.C.; Office of the Assistant Secretary for Education (DHEW), Washington, D.C.
Pub Date Oct 79
Note-42p.; For related document see ED 181 080.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (631-367-2858).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Culture Fair Tests; *Educational Improvement; *Educational Testing; Elementary Secondary Education; *Testing Problems; *Test Use
Identifiers-Test Curriculum Overlap

Four broad issues of educational tests use are presented with their major criticisms: tests meant to hold educators and school systems accountable have limited value, and when used to make decisions concerning individual students tests do not fully reflect the cultural backgrounds of minority students. Testing to evaluate educational innovations and experimental projects is criticized as being too narrow in scope for fair evaluation. Test use to guide teachers is seen as exercising a limiting effect in the classroom. The first recommendation is to develop equivalent tests better tailored to cultural background. A further suggestion is to better fit testing to educational objectives by increased research on criterion-referenced skills tests; application of information-handling technology; and by clarification of basic testing concepts for educators, parents and policy makers. Appropriate test use is discussed. Merging testing with teaching is recommended, using cognitive science analyses, interactive automated teaching-testing and involvement of teachers and scholars in testmaking. Expanded research and development of testing-learning models are suggested within natural classroom situations. A partial list of new test strategies, references, comments and an appendix of subject papers are given. (CM)

ED214951 TM820093

Yeh, Jennie P.

Test Use in Schools. Studies in Measurement and Methodology, Work Unit 4.

California Univ., Los Angeles. Center for the Study of Evaluation.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date Jun 78
Note-69p.
EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Achievement Tests; Administrator Attitudes; Elementary Secondary Education; Interviews; National Surveys; Quantitative Tests; Questionnaires; *Teacher Attitudes; Testing Problems; *Test Use; Verbal Tests

The frequency and diversity of reading and mathematics tests, test approach (norm-referenced or criterion-referenced) and the format of measurement were studied. The contextual variables surrounding test administration and interpretation were examined. The teacher's knowledge of, and attitudes toward, testing were investigated. Results of a literature search, national survey, teacher interviews and questionnaires were illustrated. The most common form of student achievement testing was the norm-referenced standardized achievement test. Teacher developed tests were used in addition to required standardized tests. However, teachers used interactions with students and personal observations more than test results to assess students' progress. Grade level affected testing frequency. Upper grade teachers were more likely to use test results in their instructional planning. The presence of classroom aides was another variable affecting test use. Teachers with aides were less inclined to permit students to progress if they failed a test, and more inclined to provide tutoring. Teaching experience affected the use of results from norm-referenced tests. Test taking skills, test quality, and student motivation were viewed as more important factors in test scores than quality of instruction or student ability. Results indicated teachers need more information about measurement. (DWH)

ED214952 TM820098

Scriven, Michael
Evaluation Thesaurus. Third Edition.
Report No-ISBN-0-918528-18-6
Pub Date Dec 81
Note-183p.
Available from-Edgepress, Box 69, Pt. Reyes, CA 94956 ($7.75 single copy; $6.20 two or more copies).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Definitions; *Evaluation; Vocabulary
This is a thesaurus of terms used in evaluation. It is not restricted in scope to educational or program evaluation. It refers to product and personnel and proposal evaluation as well as to quality control and the grading of work samples. The text contains practical suggestions and procedures, comments and criticisms, as well as definitions and distinctions. The criteria for inclusion of an entry were that at least a few participants in workshops or classes requested it; a short account was possible; the account was found useful; or the author thought it should be included for the edification or amusement of professionals and/or amateurs. Only key references are provided. The scholar may find more references in the few that are given as that was a criterion for selection. This work is one of a series published by the author in 1981-82. Some of the other works deal with evaluation in specific areas. (DWH)

ED214953 TM820099

Ellman, Fran; And Others

Utilization and Effects of Alternative Measures of Comparability: Executive Summary.

AUI Policy Research, Washington, DC.
Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.
Pub Date Aug 81
Contract No-300-79-0726
Note-60p.; Small print in Figures 1, 4, 6, and 7.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Comparative Analysis; *Educationally Disadvantaged; Elementary Secondary Education; *Federal Legislation; Federal Programs; *Program Administration; *Resource Allocation; *School Districts
Identifiers-Education Amendments 1978; *Elementary Secondary Education Act Title I

Under the Elementary and Secondary Education Act (ESEA) Title I, providing grants to state and local school districts to benefit educationally deprived children in low-income areas, the Educational Amendments of 1978 comparability provision is assessed in determining equality of funded services with non-titled school districts and to identify possible provision alternatives. The extent of administrative burden created by comparability; conflict with other educational programs; and the distribution of resources under the existing provision are analyzed and major findings are given. Implementing processes, enrollment size and staff or other resources are examined. Among the study limitations are the narrow focus on the provision alternatives, the effect of a burden or negative impact model, and the factors of size and structure in the study sample. Data qualities and the study's timing with changes in resource allocations, as well as misunderstandings by the districts of existing and alternative provisions, are further limitations. Seven charts detail the study mandate and comparability provision changes, criteria, implementation, and impact as discussed in the text. (CM)

ED214954 TM820103

de Porcel, Antonio; And Others

Studies in Bilingual Evaluation, Work Unit I: Bilingual Prediction Project. Final Report.

California Univ., Los Angeles. Center for the Study of Evaluation.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date Nov 79
Grant-08-NIE-G-78-0213
Note-75p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Bilingual Students; Elementary Education; Expectancy Tables; *Language Proficiency; *Models; *Monolingualism; Predictive Measurement; *Predictive Validity; Predictor Variables; Regression (Statistics); *Test Construction
Identifiers-*Bilingual Prediction Project

The final report of the Bilingual Prediction Project presents a review of the project from its inception in 1975 through completion in 1979. The main goal was to predict a student's academic ability in English. A prediction index was constructed in two stages. The first stage was a description of the target population and their school setting, as well as isolation of the variables most strongly associated with success in the monolingual program. Techniques and instruments to identify and measure variables associated with success were developed and tested. The second chapter of the report includes a description of the conception and development of the prediction model. Several attempts were made to develop a model using expectancy tables and regression analysis. The small sample size of the target population was a severe limitation for the use of these procedures. The third chapter is theoretical and deals with problems of validating indices constructed through the prediction model. The validation models which can be used include a correlation analysis, an analysis of variance, and a trait-treatment analysis. These are described in detail. The final chapter is the same as the limitations section in the User's Manual. (DWH)

ED214955 TM820106

Quellmalz, Edys; Snidman, Nancy
Evaluation Workshop I: An Orientation. New Edition.
California Univ., Los Angeles. Center for the Study of Evaluation.
Pub Date [82]
Note-188p.; For related documents see TM 820 107-111.
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Elementary Secondary Education; *Evaluative Thinking; *Evaluators; *Program Evaluation; *Training Methods; Workshops
Identifiers-*Center for the Study of Evaluation CA
The direction of this workshop is toward two major goals: (1) participant understanding of the kinds of information an evaluation can provide for educational decision making; and (2) participant understanding of the general procedures and problems involved in selecting, collecting, analyzing, and reporting that information. It is

the intent of the workshop to provide a familiarity with essential evaluation skills. This is based on the objectives of the workshop; which are as follows: to distinguish the major characteristics of the Center For the Study of Evaluation (CSE) evaluation framework, and be able to properly categorize evaluation activities using the framework; to apply specific evaluation techniques which are appropriate for major evaluation activities in the CSE framework; to specify appropriate measurement devices, and design and analyses procedures for evaluation questions; and to interpret evaluation results and make informed recommendations to decision makers. (Author/GK)

ED214956 TM820107

Klein, Stephen P.; And Others
Evaluation Workshop II: Needs Assessment, Preliminary Version. Participant's Notebook [and] Leader's Manual.
California Univ., Los Angeles. Center for the Study of Evaluation.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date 73
Note-169p.; For related documents, see TM 820 106-111.
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Educational Objectives; Elementary Secondary Education; *Needs Assessment; *Program Development; *Program Evaluation; *Training Methods; *Workshops

This handbook for participants in a needs assessment workshop was designed to supplement training. The workshop is conducted over a period of two days. A leader's manual describes how to conduct the Evaluation Workshop. A schedule is outlined and objectives are stated. The participants are given instruction and practice in methods of conducting an evaluation in their educational institutions. The Center for the Study of Evaluation Model is divided into five phases. The phases of the decision making process are needs assessment, program planning, implementation evaluation, progress evaluation, and outcome evaluation. Student performance may be measured by published tests. There are many subjective instruments and techniques available to supplement this information. There are four important areas in needs assessment. They include determining the full range of educational objectives, determining the relative importance of objectives, assessing the extent of needs, and determining the final relative priority of needs. (DWH)

ED214957 TM820108

Quellmalz, Edys; Snidman, Nancy

Evaluation Workshop III: Program and Evaluation Planning. Participant Notebook. New Edition.

California Univ., Los Angeles. Center for the Study of Evaluation.
Pub Date [82]
Note-193p.; For related documents, see TM 820 106-111.
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Data Collection; *Decision Making; Elementary Secondary Education; *Measurement Techniques; *Program Development; *Program Evaluation; *Training Methods; *Workshops

A Center for the Study of Evaluation (CSE) evaluation framework describes the decision to be made, appropriate evaluation activity and activity description. The topic of this third CSE Evaluation Workshop is program planning, the second stage of the four stage evaluation framework. Evaluation activities should follow an orderly and logical sequence beginning with Needs Assessment, through Program Planning, Formative Evaluation and concluding with Summative Evaluation. In practice, an evaluator rarely participates in all four stages of evaluation for a single program. Practice exercises are provided for workshop participants. Evaluation questions must be identified and them means by which they will be answered must be selected. Data collection instruments should be carefully selected. Measurement instruments are chosen in accordance with a program's objectives. These may be cognitive and psychomotor or affective. Measurement devices may be tests, reports, observations, or records. Successful completion of this workshop entitles participants to conduct workshops in evaluation for other groups. (DWH)

ED214958 TM820109

Klein, Stephen P.; And Others
Evaluation Workshop IV: Implementation Evaluation.
California Univ., Los Angeles. Center for the Study of Evaluation.
Pub Date [82]
Note-94p.; For related documents, see TM 820 106-111. Best copy available.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Administrators; Educational Assessment; Elementary Secondary Education; *Evaluation Methods; Evaluative Thinking; Evaluators; Models; Training Methods; *Workshops

This handbook is part of a series prepared by the Center for the Study of Evaluation (CSE) for evaluation workshop participants. Activities are suggested for teams of trainees to practice the use of the five stage evaluation model. The five stages are needs assessment, program planning, implementation evaluation, progress and outcome evaluation. Instructions are given to guide participants in distinguishing between implementation and progress evaluation. Sample forms for preparing and using an observation checklist are illustrated. Forms for detecting and anticipating program discrepancies for implementation plans and reports are included as well. A practice exercise is offered to demonstrate performance as an arbitrator for an evaluation team. The arbitrator must compare odd and even numbered teams to detect potential discrepancies or problems. Practice in writing an implementation evaluation report is also offered. (DWH)

ED214959 TM820110

Evaluation Workshop V: Progress Evaluation. Team Notebook.
California Univ., Los Angeles. Center for the Study of Evaluation.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date 73
Note-103p.; For related documents, see TM 820 106-111. Parts marginally legible.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Administrators; Educational Assessment; Elementary Secondary Education; *Evaluation Methods; Evaluative Thinking; Evaluators; *Formative Evaluation; *Models; Training Methods; *Workshops

The handbook on progress evaluation was prepared for workshop participants. The Center for the Study of Evaluation (CSE) conducts a series of workshops for administrators and other evaluation team personnel. Specific exercises and activities are suggested using the five stage evaluation model. The phases are needs assessment, program planning, implementation, progress, and outcome evaluation. Participants are asked to categorize evaluation activities according to the five stage model. Implementation and progress evaluation activities are delineated. Evaluator trainees are assigned exercises in constructing affective measures. Evaluation measures should be selected according to an established set of criteria. The criteria must be ranked in order of relative importance. The logistics of organizing progress data are discussed. Results of evaluative measures must be gathered and presented in a report to decision makers. Practice in preparing these reports is part of the workshop training. This is done following a data analysis of results. This workshop is designed for detailed examination of the progress evaluation phase of the CSE evaluation model. (DWH)

ED214960 TM820111

Quellmalz, Edys; Snidman, Nancy

Evaluation Workshop VI: Summative Evaluation. New Edition

California Univ., Los Angeles. Center for the Study of Evaluation.
Pub Date [75]
Note-179p.; For related documents, see TM 820 106-110.
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Administrators; Data Collection; Decision Making; Educational Assessment; Elementary Secondary Education; *Evaluation Methods; *Evaluative Thinking; Questioning Techniques; *Summative Evaluation; *Training Methods; *Workshops

Summative evaluation is the final stage of the evaluation framework developed by the Center for the Study of Evaluation. Evaluation is a decision-oriented activity. The four-stage evaluation framework consists of needs assessment, program planning, formative and summative evaluation. The handbook presents exercises in summative evaluation. The workshop's purpose is to clarify evaluation and techniques by providing opportunities to discuss and apply them to hypothetical situations. Several areas of evaluation are illustrated including a document file which leads to the exercise in formulating evaluation questions. Measurement considerations determine the means used to answer these questions. The measurement devices must be studied to determine the appropriate instrument. A section of the handbook focuses on selection and construction of tests. When measures to be used to answer evaluation questions are determined, an evaluation design is formulated for each measure. When the components of the evaluation system have been identified, the evaluator may proceed to implement the plan. After the program is completed, the data are analyzed. A written report at the conclusion of the evaluation is presented to the decision makers. (DWH)

ED214961 TM820112

Fraser, Barry J.

Criterion Validity of an Individualised Classroom Environment Questionnaire.

Pub Date Jul 80
Note-118p.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Classroom Environment; Conventional Instruction; Foreign Countries; Individualized Instruction; *Measures (Individuals); Predictive Validity; Student Attitudes; Teacher Attitudes; *Test Construction; *Test Use; *Test Validity
Identifiers-Australia; *Individualized Classroom Environment Questionnaire

This study involved the development, validation, and use of the Individualized Classroom Environment Questionnaire (ICEQ), which measures classroom environment perceptions along dimensions (Personalization, Participation, Independence, Investigation, Differentiation) which differentiate individualized classes from conventional ones. The ICEQ measures student or teacher perceptions of actual or preferred classroom environment. Data from a sample of 766 students and their 34 teachers supported the ICEQ's internal consistency, discriminant validity, and ability to differentiate between the perceptions of students in different classrooms. Use of ICEQ scales as predictor variables revealed, first, that student perceptions accounted for a significant increment in the variance in affective but not cognitive outcomes and, second, that students achieved cognitive aims better when in their preferred classroom environment. Also, certain factors in the school-level environment were found to be associated with dimensions of classroom individualization. (Author/GK)

ED214962 TM820116

Athanasou, James A.

Inter-Relationships between Self-Estimates of Aptitudes and Tested Abilities on the GATB.

New South Wales Dept. of Industrial Relations and Technology, Darlinghurst (Australia). Div. of Vocational Guidance Services.
Pub Date Feb 81
Note-10p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Aptitude; *Aptitude Tests; *Correlation; *Hypothesis Testing; *Self Evaluation (Individuals); Vocational Aptitude
Identifiers-General Aptitude Test Battery

This study tested the hypothesis that measured aptitudes and self-ratings of these same aptitudes reflect a common domain of psychometric behavior. Male and female applicants for vocational guidance completed a self-rating scale and then the General Aptitude Test Battery (GATB). The self-rating scale contained six vocational/educational aptitudes. These were general intelligence, verbal, numerical, spatial, form perception, and clerical aptitudes. A seven point rating scale of very high to very low was included for each aptitude. Components analyses were carried out on each six by correlation matrix and canonical correlation analysis was used to identify maximal relationships between weighted linear components of self-rated and tested aptitudes. Two separate components analyses revealed the major proportion of variance can be accounted for by one factor on which all the scales loaded highly. The high degree of congruence between the first two components in the unrotated analyses was revealed by Tucker coefficients of 0.992 and 0.794. The size of the maximum canonical correlation (0.58) indicated some overlap between self-ratings and test scores. (Author/DWH)

ED214963 TM820117

Athanasou, James A.; Lucas, Charles

Kuder Interest Card Sort: Research Report.

New South Wales Dept. of Industrial Relations and Technology, Darlinghurst (Australia). Div. of Vocational Guidance Services.
Pub Date Sep 79
Note-15p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Career Counseling; *Classification; Foreign Countries; Higher Education; Interest Inventories; *Measures (Individuals); Secondary Education; *Vocational Interests
Identifiers-Card Sort; *Kuder Interest Card Sort; Wales (South)

The Kuder Interest Card Sort (KICS) is presented as an interest exploration process prepared to assist psychologists, vocational counselors or career advisors in assessment of vocational preferences when a detailed interest-inventory is unnecessary. The card sort concept and rationale, physical and content format, administering procedure, and uses in counseling are given. Within 10 occupational categories, information is gathered within a hierarchy to: (1) identify the client's concerns; (2) structure career decision parameters; (3) stimulate thinking about interests: and (4) serve as a groundwork for counseling. An initial evaluation of the card sort procedure is given in comparison with the Kuder Perference Record. It is suggested that further use in counseling will contribute to development, evaluation and delineation of KICS limitations. A guide for the administering of the KICS technique provides instructions and basic methods for analyzing the results. (CM)

ED214964 TM820119

Vazquez-Abad, Jesus; DePauw, Karen

On Building an A-Posteriori Index from Survey Data: A Case for Educational Planners' Assessment of Attitudes towards an Educational Innovation.

Pub Date 81
Note-22p.; Paper presented at the Canadian Conference on Applied Statistics (Montreal, Quebec, April 29-May1, 1981).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Attitude Measures; *Data Analysis; Educational Innovation; *Research Methodology; *Social Science Research; Statistical Analysis; *Surveys; *Test Construction; Testing Problems
Identifiers-*A Posteriori Index

To simplify data from a large survey, it is desirable to classify subjects according to their attitudes toward certain issues, as measured by questions in the survey. Responses to 12 questions were identified as indicative of attitudes toward deschooling education. These attitudes were explained by means of patterns exhibited within the responses given to some questions which best discriminate between people for and against deschooling education. Because limited relevant information is available on this subject, the approach taken was to build an a-posteriori index to describe the attitude under study. The index was obtained by running a canonical correlation between a set containing information from the 12 attitudinal questions, and another set containing information from 52 explanatory questions that were most relevant to the study. This analysis produced canonical variates and each of these was taken as the index for each set. Based upon actual distribution of index values, subjects were associated with a "clearly against," "clearly for," or "other" attitude toward deschooling education. A discriminant analysis was run on the 52 "explanatory" questions to assess which of these could best account for the difference between groups. The meaning and value of the results are discussed. (Author/DWH)

ED214965 TM820131

Wright, E.N.; Dhanota, A.S.
The Grade Nine Student Survey: Fall 1980.
Toronto Board of Education (Ontario). Research Dept.
Report No-ISBN-0-88881-163-2; TBE-RR-161
Pub Date Oct 81
Note-83p.; For related documents see ED 082 074, ED 080 922, ED 077 258, ED 131 719, ED 130 464.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Academic Achievement; *Academic Aspiration; Ethnicity; Foreign Countries; *Grade 9; *High School Students; Minority Groups; *School Surveys; Secondary Education; Socioeconomic Status; *Student Characteristics
Identifiers-*Ontario (Toronto)

A survey of ninth grade students in Toronto public schools was conducted to gather background information. The relationship of students' race, native country, mother tongue, family and socioeconomic status to their level of study was examined. About one quarter of the students identified themselves as members of a visible minority, although about twenty-five percent of them were native born Canadians. Several factors influenced students' level of study, but parent's occupation emerged as a major factor. The higher the category for a parent's occupation, the higher would be student's level of study. Females were more apt to be in university-oriented levels. Students who spoke English or French as a mother tongue were more likely to be in this higher level unless they were Canadian born. Students from single parent families were less likely to be in university-oriented levels of study. Asian students were most apt to be in higher levels of study, followed by white and then black students. The factors of varying proportions of students with single parents and varying occupational patterns of parents which are related to level of study are intermingled with data on race, immigration, and ethnicity. (DWH)

ED214966

TM820133

Jackson, Douglas N.; And Others

Hierarchical Classification of Vocational Interest Associated with Academic Major Areas.

Pub Date 2 Jun 81

Note-20p.; Paper presented at the Annual Meeting of the Classification Society, North American Branch (Toronto, Canada, June 2, 1981).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Career Choice; *Classification; *College Bound Students; High School Seniors; *Majors (Students); Secondary Education; Sex Differences; *Vocational Interests

Identifiers-Hierarchical Cluster Analysis; *Hierarchical Cluster Structure; Jackson Vocational Interest Survey

This study was designed to appraise the degree to which the vocational interest profiles of students in different academic majors can be classified into cogent clusters sharing a hierarchical organization. Students were administered the Jackson Vocational Interest Survey (JVIS) prior to their admission to college. Their choice of an academic major and their subsequent educational and career decisions were made without knowledge of their JVIS results. Mean scores for the 34 JVIS basic interest scales were obtained and standardized separately within sex for each of 64 academic majors in which 10 or more males were enrolled and for 67 academic majors in which 10 or more females were enrolled. Clusters in turn were organized hierarchically into more parsimonious, broader clusters. Implications for the psychology of occupational choice and career development are outlined. (Author/GK)

ED214967 TM820144

Duckett, Willard R., Ed.
Planning for the Evaluation of Teaching. NSPER: 79. A CEDR [Center on Evaluation, Development and Research] Monograph.
Phi Delta Kappa, Bloomington, Ind. Center on Evaluation and Research.
Pub Date [80]
Note-101p.; Small print throughout.
Available from-Phi Delta Kappa, P.O. Box 789, Bloomington, IN 47402 ($5.00).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Data Collection; *Evaluation Methods; Evaluators; Teacher Evaluation; Teachers
Identifiers-Evaluation Problems; *National Symposia for Professionals Evalu Research

This is a series of papers delivered at three National Symposia for Professionals in Evaluation and Research (NSPER) sessions in 1979. The agenda was the same at all sessions. The main topic was "Planning for the Evaluation of Teaching." The sessions were conducted in Charlotte, North Carolina; Milwaukee, Wisconsin; and Albuguerque, New Mexico. The participants agreed upon the importance of planning, the situation-specific nature of evaluation, and its dynamism. They believed a statement of philosophy concerning teacher evaluation is important. An examination of evaluation instruments for teacher evaluation indicated an emphasis on organizational maintenance rather than teaching improvement. A responsibl evaluation must include formative, process, and summative considerations. The primary sources of data to be used include students, colleagues, administrators, and teachers' self reports. The secondary sources for data collection include observation, interviews, and rating scales. Feedback procedures such as audiotape, videotape, minicourses, interaction analyses, and student description are helpful in improving instruction. The editors and co-directors of NSPER: 79 developed a summary of the sessions, "The Basis for Evaluating Teaching." (DWH)

ED214968 TM820145

Penrose, William O.
A Primer on Piaget. Fastback 128.
Phi Delta Kappa, Bloomington, Ind.
Report No-ISBN-0-87367-128-7
Pub Date 79
Note-29p.
Available from-Phi Delta Kappa, P.O. Box 789, Bloomington, IN 47402 ($.75 each).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Child Development; Children; *Cognitive Development; *Intellectual Development; Intelligence; *Learning; *Learning Theories
Identifiers-*Piaget (Jean); Piagetian Stages; *Piagetian Theory
Jean Piaget's theories about the development of intelligence and their implications for educational practice are explored. Before Piaget began studying the intellectual processes of children, researchers regarded them as "little adults." He derived his early fame from his theory of the "cognitive stages" of childhood. He realized the remarks of children had meaning and revealed modes of reasoning and judgment different from those of adults. The development of the child's thinking is marked by progressive clarification of ideas from global to differentiated thought. It progresses from absolute to more relativistic thought. It also changes from static to dynamic thought as the child matures. Piaget believed thinking and intelligence were synonymous and stressed thinking as a general capacity. Learning and thinking involve the participation of the learner. He believed knowledge was not transmitted verbally, but that it must be constructed and reconstructed by the thinker/learner. Activity is indispensable to learning and thinking. The way the child moves through the stages of development may be clarified by the concepts of schemata, assimilation, accommodation, and equilibrium. The four stages of cognitive development defined by Piaget are sensory-motor, preoperational, concrete operations, and formal operations. (DWH)

ED214969 TM820146

Gephart, William J.

The Problem and Problem Delineation Techniques. Phi Delta Kappa Occasional Paper No. 1.

Phi Delta Kappa, Bloomington, Ind. Center on Evaluation and Research.
Pub Date 21 Nov 68
Note-30p.; Presented at the National Symposium for Professors of Educational Research (2nd, Boulder, CO, November 21, 1968).
Available from-Phi Delta Kappa, P.O. Box 789, Bloomington, IN 47402 ($.50).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Componential Analysis; Educational Research; *Educational Researchers; *Research Problems; *Training
Identifiers-*Facet Analysis; *Integrative Processes

The term "problem" has been poorly defined in the literature on the research process. The author has attempted to define the term more specifically than as an instance of indeterminacy. It can be determined as one of four instances of indeterminacy: anomaly, unverified facts, uncharted areas, or conflicting evidence. In each of these categories, three levels of problem may be identified. These categories include: (1) What variables are involved? (2) What is the nature of these variables? and (3) What is the cause and effect relationship? A grid may be constructed to classify research problems using this information. Three techniques that have evolved in the complex process of delineating a research problem are explained. These are integrative theonomy, facet analysis and design, and componential analysis. The techniques and applications described have two important applications in research training. They can be used as content in training future researchers. They may also be used in examining the area of research instruction and improving the methods. The author hopes the techniques he has delineated will be applied and used to improve the training of researchers. (DWH)

ED214970 TM820148

Porter, Richard; Townsend, Laurie

The School Survey Approach in Determining Adolescent Alcohol and Drug Abuse.

Pub Date [80]
Note-11p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adolescents; *Alcoholism; *Drug Abuse; *High Schools; *School Surveys; Test Construction
Identifiers-*South Carolina

The School Survey provides a needs assessment technique for county alcohol and drug abuse agencies. The survey was designed for students in grades seven through twelve. Recommendations were made to survey only seventh, tenth, and twelfth graders. These proved to be representative of the secondary school population. Localized surveys of South Carolina adolescents were developed and combined to produce a quasi-random state survey. A survey instrument was created using some items from the instruments used in earlier studies. A factor analysis of the results of the initial survey resulted in the elimination of items referring to parental alcohol use. The three factors addressed by the survey were general drug use, availability of drugs, and general alcohol use. School officials must be consulted and agree in seven basic areas. These include the survey instrument, grade levels surveyed, level at which the survey is representative, basis for displaying data, control and release of data in writing, permission for the state office to maintain data for cumulative results and recommendations for survey administration. A good coordination of effort between school officials and the survey coordinator is essential to success. (DWH)

ED214971 TM820149

Kapel, David E.

Assessing a Controversial In-Service Program: An Action Research Approach.

Pub Date 19 Mar 82

Note-23p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Action Research; *Course Evaluation; Elementary Secondary Education; *Inservice Education; Research Design; Sex Education; *Sexuality; *Teacher Attitudes

Identifiers-*Planned Parenthood Federation

A course was prepared by Planned Parenthood on the subject of human sexuality. The school district required an evaluation to determine effects, assess whether the instructional agency should be invited back, and to determine whether experiences should be continued. An action research approach was deemed appropriate. The objectives of the research project were to assess teachers': perceptions of themselves; valuing boys and girls; perceptions of parents' attitudes toward sex education; attitudes toward human sexuality; feelings about the course; and learning. A semantic differential instrument was developed to assess attitudes. Involvement and satisfaction with the course were measured with an adjective check list. The results were shared with Planned Parenthood and the school district. Recommendations included more participant involvement; greater stress on positive teacher attitude formation; greater emphasis on cognitive learning; greater balance of role involvement of boys and girls related to human sexuality and sex education; more understanding of parental attitudes and roles; need for more systematic and formal evaluation; and consideration of design of in-service education programs. Action research approaches need to be developed to meet the constraints that are imposed by a school district or an environment. (DWH)

ED214972 TM820150

Gephart, William J.
Evaluation: Past, Present and Future: Phi Delta Kappa Occasional Paper 17.
Phi Delta Kappa, Bloomington, Ind. Center on Evaluation and Research.
Pub Date [72]
Note-29p.; Small print, pages 4-5.
Available from-Phi Delta kappa, Box 789, Bloomington, Ind. 47402 ($1.50).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Decision Making; *Educational Assessment; Elementary Secondary Education; *Evaluation Methods; *Models
Identifiers-Evaluative Dimensions
This synthesis of the evaluation process in education presents a matrix illustrating the dimension of a continuum of models in their degree of relationship to a decision made. A second dimension categorizes models by their described process components. Extant models are seen as basically the same in slightly different language, and their proliferation as making the task of learning about evaluation too complex. To complement models to each other and enhance evaluation, it is suggested models be labeled by their characteristics. In a continuum of models, evaluation's relationship to decision-making is given. Categories of describing several models are discussed by their general nature, problem-solving strategies, and the activities in the processes. Products or outcomes of model activities and assessment criteria are additional categories. The past and future of evaluation and various problems are surveyed. Stated needs are: changes to improve the conceptual base of the field, effective meaningfulness to other education elements, and the training of evaluation personnel. Also included are lists of references and related titles of occasion papers. (CM)

ED214973 TM820160

Haney, Walt; And Others

Basic Skills Assessment in South Carolina: How Progressive an Approach to Minimum Competency Testing? National Consortium on Testing Staff Circular No. 8.

Huron Inst., Cambridge, Mass.
Spons Agency-Carnegie Foundation for the Advancement of Teaching.
Pub Date Jan 81
Note-196p.
Available from-The Huron Institute--National Consortium on Testing Project, 123 Mt. Auburn St., Cambridge, MA 02138 ($8.00).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Basic Skills; *Case Studies; *Educational Assessment; *Minimum Competency Testing; Primary Education; *Program Evaluation; School Districts; *Testing Programs
Identifiers-*Basic Skills Assessment Program; *South Carolina

The National Consortium on Testing undertook a case study of South Carolina's competency testing program. The Basic Skills Assessment Act (BSAA) passed in 1978 provided for the Basic Skills Assessment Program (BSAP). This program seemed a progressive approach because it is keyed to particular educational objectives. It is being implemented sequentially and focuses on assessment early in a student's school career. The assessment program provides information useful in furthering a child's development and learning. The report focused on the first grade readiness assessment portion of the BSAP. Kindergarten attendance is not compulsory in South Carolina. Therefore, children enter first grade with a wide variety of educational experiences. Teachers and administrators perceived many strengths and positive aspects to the readiness assessment in addition to its weaknesses. However, assessment does not seem to be influencing teaching and learning as it was assumed in the developement of BSAP. Implementation of centrally planned educational programs often encounters problems at the classroom level. The BSAP was found to be very progressive when compared to other state competency testing programs. Recommendations for improvements were listed. (DWH)

ED214974 TM820163

Girrbach, Charmaine J.; Claus, Richard N.
Competency Testing: A Review of the Literature. Evaluation Report.
Saginaw Public Schools, Mich. Dept. of Evaluation Services.
Pub Date Jan 82
Note-30p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Standards; *Basic Skills; *Competency Based Education; Elementary Secondary Education; *Literature Reviews; Minimum Competencies; *Minimum Competency Testing; Program Design
Identifiers-Competency Tests; Saginaw City School System MI

The Board of Education of the School District of the City of Saginaw requested the Department of Evaluation Services to review the literature relative to competency testing, especially for the elementary grades. This review on competency testing programs and competency based education (CBE) covers several areas. The emphasis on educational accountability has increased during the past 28 years. CBE consists of three elements. Minimum competencies should be defined by how effectively students can function in life roles. The attainment of specific competencies should be a standard for graduation. A summary of what constitutes successful performance of competencies should be included in the certification process. Activities of other school districts in this area are discussed. The alternatives to be tested in a competency based testing program include basic skills, school subjects, life role competency areas, and basic skills applied in school subjects and life role competency areas. The various methods to assess minimum competency in these areas is discussed. An illustration is given of how one district began its program as well as a listing of benefits and problems. Recommendations for competency program design conclude the review. (DWH)

ED214975 TM820177

St. Louis, Kenneth O.; Ruscello, Dennis M.
The Oral Speech Mechanism Screening Examination (OSMSE).
Report No-ISBN-0-8391-1665-9
Pub Date 81
Note-45p.; Financial support provided by the West Virginia University Foundation.
Available from-OSME forms are available (50 per set) from University Park Press, 300 North Charles St., Baltimore, MD 21201 ($6.95 per set; set with manual, $13.95).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Physiology; *Screening Tests; *Speech Evaluation; Speech Pathology; Testing; Test Interpretation; *Test Reliability
Identifiers-*Oral Speech Mechanism Screening Examination

Although speech-language pathologists are expected to be able to administer and interpret oral examinations, there are currently no screening tests available that provide careful administration instructions and data for intra-examiner and inter-examiner reliability. The Oral Speech Mechanism Screening Examination (OSMSE) is designed primarily for use by clinical speech-language pathologists. The examination could also serve, however, as a useful tool for oral myofunctional therapists, as well as physical therapists, dentists, and orthodontists interested specifically in speech. It is reliable, relatively easy and quick to administer, and appropriate for children and adults in either diagnostic or therapy settings. The OSMSE is intended to assess those anatomical structures and physiological functions that are most often considered to be potentially related to speech or language disorders. Structural and/or functional judgments included are organized on the OSMSE test form under categories of: lips, tongue, jaw, teeth, hard palate, soft palate, pharynx, breathing, and

diadochokinesis. Results of a preliminary study with normal speaking subjects indicated that the OSMSE had satisfactory intra- and inter-examiner reliability after minimal training. The time required to administer the examination typically ranged from 5 to 10 minutes. (Author/GK)

ED214976 TM820182

Profile of American Youth: 1980 Nationwide Administration of the Armed Services Vocational Aptitude Battery.

Office of the Assistant Secretary of Defense for Manpower and Reserve Affairs (DOD), Washington, D.C.

Pub Date Mar 82
Note-95p.; Small print in some tables.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Aptitude Tests; *Comparative Analysis; *Enlisted Personnel; *National Norms; National Programs; Testing Programs; *Vocational Aptitude; *Young Adults
Identifiers-Armed Forces Qualification Test; *Armed Services Vocational Aptitude Battery

The Profile of American Youth study, sponsored by the Department of Defense and the Military Services, in cooperation with the Department of Labor, is documented in this report. The principal objectives of the research project were to assess the vocational aptitudes of a nationally epresentative sample of youth 18 through 23 years of age and to develop current national norms for the Department of Defense enlistment test, the Armed Services Vocational Aptitude Battery (ASVAB). The Armed Forces Qualification Test (AFQT) was used as an index for comparing the test performance of civilian and military groups. Comparisons are between the 1980 youth group and the World War II reference population, military accessions, and subgroups within the youth population on the basis of age, sex, race, education level, socioeconomic status, and geographic region. The results of this study will be useful in addressing the issue of the compatibility between complex and demanding military weapon systems and personnel capabilities. That is, if a national emergency necessitates the reintroduction of conscription, military policymakers must be able to establish entrance standards and induction quotas that are compatible with manpower resources. To plan for possible mobilization, the Department of Defense must be able to relate attributes, abilities, and other characteristics of the national youth population to requirements for military manpower. (Author/GK)

ED214977 TM820196

Cox, Patricia W.; Gall, Bernice E.
Field Dependence-Independence and Psychological Differentiation: Bibliography with Index. Supplement No. 5.
Educational Testing Service, Princeton, N.J.
Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md.
Report No-ETS-RR-81-29
Pub Date Sep 81
Grant-NIMH-G-21989
Note-96p.; For previous editions, see ED 087 790, ED 103 459, ED 144 946, ED 163 029, and ED 198 174.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Cognitive Processes; *Cognitive Style; Cognitive Tests; Elementary Secondary Education; Higher Education; Individual Characteristics; Intelligence; Mathematics Achievement; *Perception; Psychological Studies; Psychometrics; Sex Differences; Verbal Ability
Identifiers-*Differentiation; *Field Dependence Independence
This is the fifth supplement to the bibliography on field dependence-independence and psychological differentiation. Listed in the present bibliography are reports appearing between September 1st, 1980 and September 1st, 1981. Also listed are reports which appeared earlier but had not been included in the five previous bibliographies. References in the present bibliography are listed alphabetically; they are numbered consecutively, starting where the fourth supplement left off. With each reference which reports an empirical study there are descriptors of the subject population and of the test(s) of field dependence-independence and psychological differentiation used in the study. The index follows the bibliography. The classificatory scheme used in composing the index is explained in the introduction to the original bibliography. A section titled "Unindexed References," which follows the index, lists reports of which copies for indexing have not yet been obtained. (Author/GK)

ED214978 TM820213

Daillak, Richard H.; Alkin, Marvin C.
Qualitative Studies in Context: Reflections on the CSE Studies of Evaluation Use.
California Univ., Los Angeles. Center for the Study of Evaluation.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Report No-CSE-159
Pub Date 81
Grant-NIE-G-80-0112
Note-140p.
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Case Studies; *Field Studies; *Interviews; *Research Methodology; Research Problems; School Districts
Identifiers-Center for the Study of Evaluation CA; *Evaluation Utilization; *Qualitative Studies
Qualitative research methodologies employed by the Center for the

Study of Evaluation (CSE) Evaluation Use Project over the last six years are reviewed. The report is neither a paean to qualitative methods nor an attack upon them. It represents a self-examination by CSE of its attempts to apply qualitative techniques to an important, and reasonably complex, educational research problem: the study of evaluation information use in local schools. All of these qualitative methodologies have proven useful, although they have not been without difficulties and limitations. In the report, the research methods are described and critiqued. The study methodologies include case studies, evaluation field study, and user interview survey. (Author/GK)

ED214979 TM820222

Villanova, Robert M.

Measuring and Validating the Characteristics of Instructionally Effective Schools in Connecticut.

Pub Date Mar 82

Note-50p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982); Small print in Appendices C and D.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Data Collection; Educational Improvement; Elementary Secondary Education; *Institutional Characteristics; Interviews; *Measurement Techniques; Outcomes of Education; Questionnaires; *Schools; *Validity

Identifiers-*Connecticut School Effectiveness Project; *School Effectiveness

Efforts undertaken as a part of the Connecticut School Effectiveness Project to collect meaningful, valid and reliable data on the characteristics of instructionally effective schools are described. Data Collection instruments and procedures have been designed to both validate the constructs upon which the Connecticut model is based and to provide information for school improvement. The characteristics that describe instructionally effective schools include a safe and orderly climate, a common sense of purpose or mission, strong instructional leadership, high expectations and a sense of efficacy, a substantial amount of time spent on focused teaching and learning, and purposeful parent and community involvement. Efforts in this area are designed to extend and develop the present research base and to establish a solid foundation on which to build focused school improvement projects. (Author/GK)

ED214980 TM820228

Asbury, Jo-Ellen; Frieze, Irene Hanson

Students' Perceptions of Differential Treatment in the Classroom.

Pittsburgh Univ., Pa. Learning Research and Development Center.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date Oct 81
Note-33p.; Paper presented at the Midwestern Regional Conference on Qualitative Research in Education (Kent, OH, October, 1981).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Academic Achievement; *Classroom Environment; *Expectation; Grade 5; Grade 6; Individual Differences; Intermediate Grades; Questionnaires; *Student Attitudes; *Student Teacher Relationship; Teacher Response
Identifiers-*Effort

Students' achievement in school is undoubtedly multi-faceted. Research has suggested that one important variable in student achievement is the interaction between the teacher and the student. Such interactions may serve to enhance or diminish the achievement of an individual student or group of students. Results of anonymous questionnaires given to 80 fifth grade and sixth graders are reported along with data obtained from teacher ratings of each student's abilities. On the basis of the teacher ratings, high and low expectancy groups were created. Responses to items asking for student perceptions of classroom interactions in general showed no significant differences between the two expectancy groups. These data suggest that the investigation of student perceptions of differential treatment by teachers of those expected to do well and poorly is not as informative as previous research suggests it should be. Other findings are also discussed along with the implication of the research for future work in this area. (Author/GK)

ED214981 TM820231

Norris, Carol A.; And Others

Old Adversaries United: Benefits of Collaborative Research.

Pub Date Mar 82

Note-13p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*College School Cooperation; *Educational Research; *Educational Researchers; Elementary Secondary Education; Higher Education; *School Personnel

Collaborative research maximizes the use of both physical and human resources in education. Benefits to the cooperating institutions (public schools and universities) are improvements in facilities, costs, programs, delivery services, climate, and training. Collaborative research eliminates the separation between the generation of knowledge and its application in the instructional setting. By collaborating on research from its inception to its conclusion, school personnel may find that both the experience and the results attained are practical.

Benefits of collaborative research are found in the process itself which enhances skills of individuals on the research team. "Research for the sake of research" no longer exists. University researchers find acceptance by the schools and have a field laboratory for study. Research results are made viable and meaningful as they are applied in the school setting. Both the process and the product of collaborative research can have immediate and long-term positive impact. It can provide the vehicle for development of added research and leadership skills of university and school personnel while also enhancing the educational program. (Author/GK)

ED214982 TM820234

Dillon, J.T.

The Nature of Questions in Educational Research.

Pub Date Mar 82

Note-46p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Educational Research; Elementary Secondary Education; Higher Education; Hypothesis Testing; Research Design; Research Problems; *Scholarly Journals

Identifiers-*Question Types

Some 1000 questions in education journals were analyzed for aspects of usage and content, linguistic structure, cognitive process, and logical operation. Only half of the studies examined were found to use questions, and only a third of the questions addressed teaching and learning, curriculum and milieu. The great majority of questions entailed a single variable and a dichotomous or closed structure, answerable by yes/no or a single word. Fact-stating and explaining were the most characteristic cognitive types of question, while causality was the least characteristic logical type. One-fourth of all questions were rhetorical or deliberative, lacking substance for inquiry. By contrast to theoretical and general journals, empirical journals were found to use fewer questions, addressing more technical topics, entailing an equally closed structure but more variables and causal relations. The findings are proposed to complement other kinds of knowledge about the process of scholarly inquiry. (Author)

ED214983 TM820235

Stanfield, Jonathan

Management Review of Evaluation Practice.

Northwest Regional Educational Lab., Portland, Oreg.
Spons Agency-National Inst. of Education (ED), Washington, D.C.

Report No-NWREL-REP-58
Pub Date Jun 81
Contract No-400-80-0105
Note-70p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Administration; *Consultants; Elementary Secondary Education; Evaluators; *Management Systems; *Program Evaluation; Staff Role; *State Departments of Education
Identifiers-California; *Evaluation Research; Montana; Washington

Evaluation practice within state education agencies (SEAs) is reviewed from a management consultant's perspective. The study is based upon a review of literature, discussions with the Northwest Regional Educational Laboratory Research on Evaluation Program, and visits to SEAs in California, Montana and Washington. The main findings of the study deal with the current practice of evaluation in SEAs, and with management metaphors which throw light upon the evaluation unit considered as a supplier of services within the SEA, and upon the unit's clients who are its customers for such services. The central theme of the study is that the basic paradigm underlying SEA evaluation is in the process of change, moving from the big study, advanced methodology glamor of the late 1960s to an organization-based function supporting SEA management in a variety of ways, alongside other staff specialists. The study suggests that in the long term the SEA evaluation function will condense into two sets of roles, namely, that of evaluation systems analysis, and a consulting role. The study then goes on to identify three possible intervention strategies: (1) clarification and confirmation of the new paradigm; (2) assistance to the supply side of evaluation services; and (3) the building up of informed and understanding demand among evaluation clients. (Author/GK)

ED214984 TM820236

Alderman, Donald L.

Measurement Error and SAT Score Change.

Educational Testing Service, Princeton, N.J.
Spons Agency-College Entrance Examination Board, New York, N.Y.
Report No-CEEB-RR-81-9; ETS-RR-81-39
Pub Date 81
Note-21p.; Small print throughout.
Available from-College Board Publication Orders, Box 2815, Princeton, NJ 08541 ($4.00).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-College Entrance Examinations; *Error of Measurement; *Regression (Statistics); *Scores; Secondary Education; Testing Problems
Identifiers-*Change Scores; *Scholastic Aptitude Test; Test Repeaters

This study applies a procedure which yields estimates of true score change on the Scholastic Aptitude Test (SAT) adjusted for regression effects and student self-selection. It is shown that student self-selection in deciding to repeat an admissions test probably involves factors in addition to the measurement error attributable to variations in aspects of test specifications and to variations in responses of test candidates across forms, and that estimated true score change remains nearly constant across initial score levels in contrast to the negative slope of observed score change across initial score levels. (Author)

ED214985 TM820237

Rowan, Brian; And Others

Methodological Considerations in Studies of Effective Principals.

Far West Lab. for Educational Research and Development, San Francisco, Calif.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date Mar 82
Contract No-400-80-0103
Note-20p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Administrator Evaluation; *Administrator Role; Elementary Secondary Education; *Leadership Responsibility; Literature Reviews; *Principals; *Research Methodology; *Research Problems; Test Reliability; Test Validity
Identifiers-*School Effectiveness

A review of studies on effective principals reveals that a number of methodological problems have prevented the accumulation of findings adequate to producing well developed models of instructional leadership and its effects on school outcomes. Problems of measurement and research design in the existing literature are reviewed and suggestions for future studies made. These suggestions point to future research meeting three standards: (1) measures of principals' leadership behavior must be better grounded in the behavioral processes found in schools; (2) measures of school effectiveness must be made less unidimensional and more valid and reliable; and (3) research designs connecting leadership and effectiveness should become more sensitive to issues surrounding the demonstration of causality and the potential for interactions. (Author/GK)

ED214986 TM820238

Hinds, Lillian R.; Blass, Rosanne J.

Minimal Competency Testing: Local School Development and Implementation in Targeted Areas of the United States.

Pub Date 14 Apr 81

Note-14p.; Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, April 14, 1981).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Elementary Secondary Education; *Followup Studies; *Minimum Competency Testing; *Program Development; *Program Implementation; *School Districts; Testing Problems; *Testing Programs

The results of a follow-up study on local school district development and implementation of minimal competency testing (MCT) programs are reported. Critical questions regarding: (1) motivation and purposes; (2) selection of tests, procedures, and standards; and (3) impact, follow-up, and change are examined. The follow-up study investigated procedures used by local school districts establishing minimal competency testing programs in targeted areas of the United States. Questionnaires were mailed to 90 local school districts identified as developing MCT programs. In-depth interviews were conducted with 16 local school districts identified as having actually implemented programs. In effect, the follow-up study updated a previous study and identified those characteristics which current minimal competency testing practitioners believe to be most important to the perceived or demonstrated success of their MCT programs. The follow-up study strongly indicated that MCT program developers take into account not only the experience of other program developers but also, the special needs of their own community. The consequences of poor planning, planning in isolation, and of a low budget will be, at best, a minimally effective program and, at worst, serious court tests of the implemented program. (Author/GK)

ED214987 TM820243

Rock, Donald A.

Internal Construct Validity of the Career Skills Assessment Program.

Educational Testing Service, Princeton, N.J.
Spons Agency-College Entrance Examination Board, New York, N.Y.
Report No-CEEB-RR-81-10; ETS-RR-81-42
Pub Date 81
Note-22p.; Small print throughout.
Available from-College Board Publication Orders, Box 2815, Princeton, NJ 08541 ($4.00).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Career Development; *Factor Analysis; *Measures (Individuals); *Models; Secondary Education; Test Reliability; *Test Validity
Identifiers-*Career Skills Assessment Program; *Confirmatory Factor Analysis

The primary purpose of this study was to provide evidence for or against the construct validity of the Career Skills Assessment Program (CSAP) instrument. A secondary purpose was to present a systematic procedure for carrying out internal construct validity studies in any testing instrument. Construct validation using confirmatory factor analysis indicated that the CSAP instrument reliably measured what it purported to measure, and five of its six subscales provided sufficiently unique information to make it a useful tool for program and/or individual diagnosis. (Author)

ED214988 TM820244

Fairbairn, Kerry

Fairness in Qualitative Evaluation: Some Implications for Educational Evaluators.

Northwest Regional Educational Lab., Portland, Oreg.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Report No-NWREL-REP-64
Pub Date Oct 81
Contract No-400-80-0105
Note-28p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Educational Assessment; *Evaluative Thinking; *Evaluators
Identifiers-Evaluation Problems; *Fairness; Objectivity; *Qualitative Analysis

The implications of the concept of fairness, to the level of the day-to-day business of the educational evaluator is explored. Section 2 presents a brief critical examination of the notion of objectivity in evaluation, and introduces the concept of fairness as an alternative focus for qualitative evaluation. In Section 3, there is a discussion of the ways in which the notion of fairness might be applied when an evaluation is being conducted. The issues addressed in this section include selecting the general style of the evaluation, formulating the questions to be answered, deciding on the sources of information, selecting methods for information collection, analyzing the information collected, and reporting the findings. The focus of Section 4 is the implications of adopting a "fairness" approach, for funding bodies and policy makers; for program participants and for evaluators. Some cost implications are also discussed. Finally, Section 5 draws together some conclusions about the use of a "fairness" criterion in educational evaluation. (Author/GK)

ED214989 TM820245

Templin, Patricia A.

Handbook in Evaluating with Photography.

Northwest Regional Educational Lab., Portland, Oreg.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Report No-NWREL-REP-63
Pub Date Aug 81
Contract No-400-80-0105
Note-48p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Data Collection; Elementary Secondary Education; *Evaluation Methods; *Photography; *Program Evaluation; Sampling; Validity

This handbook is intended to help educational evaluators use still photography in designing, conducting, and reporting evaluations of educational programs. It describes techniques for using a visual documentary approach to program evaluation that features data collected with a camera. The emphasis is on the aspects of educational evaluation dealing with questions about what transpires in the program. How useful photography is to evaluators may be viewed as a function of how important they think descriptions and interpretations of program operations and activities are rather than learning outcomes. The descriptions of events, activities, and social interactions in a program represent pictures of the social organization of the curriculum and learning conditions. Attention is also given to problems of various threats to validity and sampling plans. (Author/GK)

ED214990 TM820246

Frankel, Martin R.; And Others

High School and Beyond: A National Longitudinal Study For the 1980's. Sample Design Report.

National Opinion Research Center, Chicago, Ill.
Spons Agency-National Center for Education Statistics (ED), Washington, D.C.
Pub Date Dec 81
Contract No-300-78-0208
Note-261p.; Small print in some tables.
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-Catholic Schools; *Grade 10; *Grade 12; High Schools; *High School Students; *Longitudinal Studies; Minority Groups; Private Schools; Public Schools; Research Design; *Sampling; *School Surveys; Student Characteristics
Identifiers-*High School and Beyond (NCES); *Stratification

The 1980 National Center for Education Statistics' National Longitudinal Survey, "High School and Beyond," was intended to be a general, multi-purpose study, serving a number of diverse needs. The present study sought to increase the data's usefulness, accuracy, and scope. While allowing for analyses of schools and students on a national level, the study also permitted separate analyses on specific types of schools and subclasses of students. Included are descriptions of the sample design, sample selection, and sample results. Chapter 2 discusses the construction of the sample frame of high schools in the United States. Chapter 3 examines the manipulation of the frame with respect to its stratified design, while the actual school selection procedures and results are reviewed in chapter 4. Chapter 5 then describes the construction of the student sampling frame, the selection of students, and those results. The last two chapters examine the calculations of the sample weights and the sampling errors. (Author/GK)

ED214991 TM820247

Talmage, Harriet; And Others

Emerging Methodologies for the Evaluation of Arts in the Schools.

Pub Date Mar 82
Note-55p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Aesthetic Education; *Art Education; Elementary Secondary Education; *Evaluation Methods; *Followup Studies; *Models; *Program Evaluation
Identifiers-*Arts for the Basic Curriculum; Evaluation Problems; Evaluation Research; *Model Builders Project

This set of papers documents evaluation research methodologies that have emerged during the course of evaluating arts in the schools programs over a 6-year period. The papers follow in chronological order, from an early program involving practicing artists in inner city schools, to a report of a follow-up evaluation study 5 years after the inception of the program, and then to a revised model of an arts program based on direct experiences and feedback from the previous programs' evaluations. The final paper reviews and refines the emerging methodologies that have evolved from those evaluations and responds to the problems inherent in evaluating arts programs. Evolving evaluation methodologies are not the results of hit and miss procedures but of responsive evaluation. The evaluation must display many of the same characteristics found in aesthetic education. They must be dynamic, interactive, sensitive to a range of expressive modes and idiosyncratic behavior and outcomes, and capable of extending our understanding of reality. (Author/GK)

ED214992 TM820248

Markham, R.E.

Evaluating Student and Program Performance: A Faculty Perspective.

Pub Date 15 Mar 82
Note-19p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*College Faculty; Evaluation Methods; Higher Education; *Models; *Program Evaluation; *Student Evaluation; *Teacher Attitudes
Identifiers-*Academic Program Evaluation Project; American Association of State Colleges and Univs

From 1979-1982, ten American Association for State Colleges and Universities (AASCU) member institutions participated in developing a paradigm for evaluating student and program performance with respect to the intellectual abilities of communicating, quantifying, analyzing, synthesizing, and valuing. Faculty viewpoints toward the general process of academic program evaluation are characterized and range from those expressing wariness of any kind of evaluation to those voicing support, from those to be expected from humanities faculty to those of a behaviorist persuasion, from those which derogate projects of this nature to those who offer constructive criticisms. Reactions of faculty to the specific stages of the project are discussed with references to the perceptions of project leaders of the ten institutions. The stages include (1) developing conceptual definitions, (2) identifying observable performances and criteria, (3) designing and implementing an assessment of students and programs, (4) making judgments regarding student and program performance, and (5) developing policy. A series of recommendations is made for institutions which might be considering use of the Academic Program Evaluation Project paradigm. (Author/GK)

ED214993 TM820249

Kohr, Richard L.

Examining Self-Esteem Needs in School Programs Through Item Analysis.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of School Improvement.
Pub Date Mar 82
Note-45p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Elementary Secondary Education; *Evaluation Methods; *Item Analysis; School Districts; *Self Concept Measures; *Self Esteem; *Student Needs
Identifiers-*Pennsylvania Educational Quality Assessment

Assessment of self-esteem has been part of Pennsylvania's Educational Quality Assessment Program for 12 years. Since school building reports describe the results of assessment in predominantly norm referenced terms, additional information is needed to supplement the comparative data. This paper, intended for the practioner, describes an item analysis process designed to provide better insight into the self-esteem needs of students. The item analysis process has become a popular activity in workshops with school district staff. Examples of similar scoring schools with meaningful differences in terms of item clusters are given. (Author)

ED214994 TM820251

Eignor, Daniel R.; Douglass, James B.

A Comparison of the One-, the Modified Three-, and the Three-Parameter Item Response Theory Models in the Test Development Item Selection Process.

Pub Date 82

Note-40p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New York, March 1982); Small print in Appendix.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Comparative Analysis; *Latent Trait Theory; *Mathematical Models; Multiple Choice Tests; *Test Construction; *Test Items

Identifiers-BICAL Computer Program; Estimation; LOGIST Computer Program; *One Parameter Model; Scholastic Aptitude Test; *Three Parameter Model

This paper attempts to provide some initial information about the use of a variety of item response theory (IRT) models in the item selection process; its purpose is to compare the information curves derived from the selection of items characterized by several different IRT models and their associated parameter estimation programs. These comparisons are made both visually and through the use of relative efficiency curves. Also, it is determined under what conditions (if any) items selected to meet prespecified sets of specifications in forming specially constructed tests, where the items are characterized by BICAL-based one-parameter model item parameter estimates or LOGIST-based modified three-parameter model item parameter estimates, provide as much information as items selected for the specially constructed tests based on LOGIST-based three-parameter model item parameter estimates. (Author/GK)

ED214995 TM820252

Spandel, Vicki

Classroom Applications of Writing Assessment: A Teacher's Handbook.

Northwest Regional Education Lab., Portland, Oreg. Clearinghouse for Applied Performance Testing.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date May 81
Contract No-400-80-0105
Note-97p.; For related documents see ED 196 038, ED 195 576, and ED 213 035.

EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Elementary Secondary Education; *Evaluation Methods; *Holistic Evaluation; *Scoring; Teachers; *Training Methods; Writing (Composition); *Writing Evaluation
Identifiers-*Analytic Scoring; *Primary Trait Scoring

This handbook on Classroom Applications of Writing Assessment represents the fourth and final entry in a series of interrelated publications on the assessment of writing proficiency prepared over the past year by the Clearinghouse for Applied Performance Testing (CAPT). This handbook was written to meet the needs of the classroom teacher who is teaching writing, and who wishes to incorporate performance assessment strategies into that instruction. Specifically, the handbook provides classroom teachers with (1) background information on the basic principles of three strategies for evaluating student writing samples: holistic, analytical and primary trait scoring; (2) extensive experience in the application of these scoring strategies to hypothetical samples of student writing; and (3) a series of very practical and immediately useful ideas for using these scoring strategies in day-to-day writing instruction. (Author/GK)

ED214996 TM820257

Doss, David; Holley, Freda

A Cause for National Pause: Title I Schoolwide Projects.

Austin Independent School District, Tex. Office of Research and Evaluation.
Report No-AISD-ORE-81.55
Pub Date Mar 82
Note-58p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982); Small print, pages 40-46.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Academic Achievement; Classroom Environment; *Cost Effectiveness; Elementary Education; Interviews; Mathematics Achievement; *Program Evaluation; *Program Improvement; Reading Achievement; *Student Teacher Ratio; *Teacher Morale
Identifiers-*Elementary Secondary Education Act Title I; Texas (Austin)

Recent Title I regulations have allowed local school districts to use Title I funds to establish schoolwide projects to upgrade the educational program for the entire school, not just for targeted students. Austin, Texas, used Title I and local funds to establish two schoolwide projects where pullout programs were ended and the pupil/teacher ratio was lowered to 15-to-1. Evaluation findings showed that: (1) the lower pupil/teacher ratio gave a meaningful boost to achievement in reading, language, and math; (2) the project teachers had very high morale and felt more effective in their work; (3) the lower pupil/teacher ratio may have had more impact on the quality of

instruction (less off-task time, better teacher monitoring of work, earlier corrective feedback, fewer adults with instructional responsibility for the child, fewer disruptions, etc.) than on its quantity; (4) the program is expensive; and (5) adequate classroom space can be a problem. Implications of the findings for planning Title I Programs are briefly discussed. (Author/GK)

ED214997 TM820258

Gallini, Joan K.; And Others

An Investigation of the Relationship Between a Measure of Functional Literacy and Level of Functioning in Society.

Pub Date 80
Note-19p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adult Literacy; *Correlation; Evaluation Methods; *Functional Literacy; *Reading Ability; *Scores; Secondary Education; *Socioeconomic Status; Testing Problems; *Test Validity
Identifiers-*Florida Functional Literacy Test

There is no one structural model that defines the construct functional literacy. However, acceptable construct definitions in the literature cumulatively form some beginnings for a nomological network that relates functional literacy to the level of skills deemed necessary for survival in society. In the study, two different validation methodologies were applied to address the problem of construct interpretations of a set of test scores obtained from the Florida Functional Literacy Test. The first design utilized socioeconomic variables to establish criterion groups. In the second correlation approach, concurrent validity of the literacy test was studied by correlating literacy test scores with test scores obtained from a cloze reading test. Results from the study provided some evidence for the tenability of a hypothesized relationship between performance on the functional literacy test and level of functioning in society. (Author/GK)

ED214998 TM820261

King, Jean A.; And Others

Improving Evaluation Use in Local School Settings. Optimizing Evaluation Use: Final Report.

New Orleans Public Schools, LA. Dept. of Research and Evaluation.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date Jun 81
Grant-NIE-G-80-0082
Note-98p.; Based partially on a paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, 1981).

EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Elementary Secondary Education; *Evaluation; Evaluators; Literature Reviews; *Research Utilization; *School Districts
Identifiers-Evaluation Problems; *Evaluation Utilization

A project for studying ways to optimize utilization of evaluation products in public schools is reported. The results indicate that the negative picture of use prevalent in recent literature stems from the unrealistic expectation that local decision-makers will behave in a classically rational manner. Such a view ignores the political settings of real world evaluation use where the non-use of results may constitute a viable and "rational" alternative. Empirical research has suggested that results are used and in a variety of ways. Factors that have not been demonstrated to affect use include the methodological quality of the evaluations and the timeliness of its report. Factors that do seem to affect use include the report source, content, and receiver; political considerations; and the "personal factor," i.e. the presence of at least one person who cares about the evaluation and its results. A collaborative approach to evaluation capitalizes on the factors that have been shown to affect use, although the practicability of such an approach at the local level may make it unfeasible. (Author/GK)

ED214999 TM820265

Herndon, Enid; And Others

Who's Keeping Score? A User's Guide to Video Cassettes & Transcript [of the Minimal Competency Testing Clarification Hearings].

McLeod Corp., Washington, DC.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date [81]
Contract No-400-80-0022
Note-198p.; For related documents see TM 820 266-268.
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Educational Policy; Elementary Secondary Education; *Government School Relationship; *Hearings; *Minimum Competency Testing; Parent Participation; School Community Relationship; *Testing Problems; *Videotape Cassettes
Identifiers-Adversary Evaluation Model; School Effectiveness

The National Institute of Education (NIE) sponsored a "Clarification Hearing" to examine the pros and cons of minimum competency testing (MCT). The purpose was to provide information that will assist educational decision makers and others as they address some of the more critical issues concerning MCT policy and programs. As a result, NIE produced the following materials: a verbatim writtem transcript of the 3-day hearing, video cassettes of the hearing, summary video cassettes for each day of the hearing, and a documentary providing an overview on minimum competency testing, also available on video cassette. This guide is intended to aid the use of these materials in making decisions

related to MCT policies and programs. An overview of the clarification process used in the study, an outline of the cases presented by the pro and con teams, a summary of each witness' testimony, and a brief description of each MCT program discussed at the hearing are provided. Suggested discussion questions intended to stimulate further examination of pertinent issues at the state and local levels, and suggested activities for making use of the materials for policy making, staff development, and research follow. A key for locating witness testimony on the videotapes and in the transcript is also provided. (Author/GK)

ED215000 TM820266

Minimum Competency Testing Clarification Hearing (July 8th, 1981).
National Inst. of Education (ED), Washington, D.C.
Pub Date 8 Jul 81
Note-311p.; For related documents, see TM 820 265-268.
EDRS Price - MF01/PC13 Plus Postage.
Descriptors-Elementary Secondary Education; *Hearings; *Minimum Competency Testing; Test Bias; Testing Problems; *Testing Programs
Identifiers-Advisary Evaluation Model; *School Effectiveness; South Carolina; Virginia

Barbara Jordan served as the hearing officer for three-day adversary evaluation hearings about the pros and cons of minimum competency testing (MCT). This report is the complete transcript of the first day of proceedings. James Popham and George Madaus presented the opening arguments for the pro team and con team, respectively. Michael Scriven, testifying for the pro team, asserted that MCT constitutes "the last hope of education." The pro team also presented testimony from witnesses from two states in which there are decent MCT programs: South Carolina and Virginia. Testifying for the con team, Ralph Nader argued that MCT is not a consumer protection device. Arthur Wise testified that MCT is politically motivated, but not educationally sound. Ralph Tyler described MCT as the public's response to their perceived difficulties. Gilbert Austin made the point that minimum competency tests are not the determining factor in an effective school. The remaining con testimony consisted of arguments from local or state school personnel that MCT does not improve school effectiveness, and the expression of concern about possible test bias from Ms. Taracido of the Puerto Rican Legal Defense and Education Fund. (BW)

ED215001 TM820267

Minimum Competency Testing Clarification Hearing (July 9th, 1981).
National Inst. of Education (ED), Washington, D.C.
Pub Date 9 Jul 81
Note-291p.; For related documents, see TM 820 265-268.
EDRS Price - MF01/PC12 Plus Postage.
Descriptors-*Cutting Scores; Elementary Secondary Education; *Hearings; *Minimum Competency Testing; Test Bias; *Testing Problems; *Testing Programs; Test Reliability; *Test Validity
Identifiers-Adversary Evaluation Model; California; Florida; Illinois; Texas

Barbara Jordan served as the hearing officer for three-day adversary evaluation hearings about the pros and cons of minimum competency testing (MCT). This report is the complete transcript of the second day of proceedings. The pro team, lead by James Popham, began by presenting representatives of four states (Florida, California, Texas, and Illinois) to describe the MCT programs now operative in their states. These witnesses emphasized the major positive effects resulting from high quality MCT programs: effects on student achievement and self-concept, cirriculum and teaching, and public perception of schooling. In addition, Morris Andrews, Executive Secretary of the Wisconsin Education Association, described his organization's support of MCT in his state. Finally, Robert Ebel argued that MCT is valid and reliable. The con team, led by George Madaus, focused on the technical limitations of minimum competency tests. Mary Berry testified that MCT could not solve the problems of quality in education. Robert Calfee, Robert Linn, Nathan Quinones, Roger Farr, and Mel Hall provided testimony on technical testing issues such as test validity, test bias, and setting the cutting score. The remaining testimony was from parents and school personnel expressing their opposition to MCT based on personal experiences with it. (BW)

ED215002 TM820268

Minimum Competency Testing Clarification Hearing (July 10th, 1981).
National Inst. of Education (ED), Washington, D.C.
Pub Date 10 Jul 81
Note-267p.; For related documents, see TM 820 265-267.
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-Disabilities; Elementary Secondary Education; *Hearings; Hispanic Americans; Learning Disabilities; *Minimum Competency Testing; *Testing Problems
Identifiers-Adversary Evaluation Model; Michigan (Detroit); New Jersey; North Carolina

Barbara Jordan served as the hearing officer for three-day adversary evaluation hearings about the pros and cons of minimum competency testing (MCT). This report is the complete transcript of the third day of proceedings. The pro team testimony, led by James Popham, began with William Raspberry, who presented his view of the likely impact of MCT. The remaining witnesses represented ongoing MCT programs in North Carolina and Detroit, stressing the positive effects of MCT on students, the curriculum, and public perceptions of education. George Madaus, the con team leader, began his case by reiterating his team's position: that tests can be helpful in education, but that his team opposes MCT when it is used as a single indicator to deny diplomas, to keep students back in a grade, or to classify students. The witnesses for the con team testified about the impact of MCT on Chicano-Hispanic students, its effect on handicapped and learning disabled students, and the current programs of MCT in New Jersey and North Carolina. The day's proceedings concluded with closing arguments from Dr. Popham and Dr. Madaus. (BW)

ED215003 UD021623

Frankel, Robert; Langlois, Joseph E.

Information Services Assessment Report: Indochinese Refugee Resettlement Program.

Indochina Refugee Action Center, Washington, D.C.
Spons Agency-Department of State, Washington, DC. Office of the U.S. Coordinator for Refugee Affairs.
Pub Date Mar 81
Note-75p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Agency Role; Asian Americans; Hotlines (Public); *Indochinese; *Information Dissemination; *Information Networks; *Information Services; Information Sources; Land Settlement; Needs Assessment; Orientation Materials; Private Agencies; Public Agencies; Referral; *Refugees; State Agencies; Voluntary Agencies
Identifiers-Mutual Assistance Associations; State Education Associations

This report is an assessment of information producing and disseminating activities of thirty-three major public and private agencies serving the Indochinese refugee program in the United States. A list of the agencies and description of the services they provide are appended. The results of the study are based primarily on telephone interviews with State and local service providers. The results of the study indicate that information dissemination is often hindered by "network isolation," or the tendency for many useful documents to reach only a limited audience. The need for a periodic, up-to-date, annotated resource listing is also suggested. The following recommendations for improving access to resettlement information are discussed: (1) dissemination of a bimonthly information resource report; (2) creation of a refugee resettlement information library; (3) production of a practitioners' information resource handbook; (4) development of practitioner information exchange networks; and (5) development of an information services task force. (JCD)

ED215004 UD021631

Frankel, Robert, Comp.; And Others
The Resettlement of Indochinese Refugees in the United States: A Selected Bibliography.
Indochina Refugee Action Center, Washington, D.C.; Office of Refugee Resettlement (DHHS), Washington, D.C.
Spons Agency-Department of State, Washington, DC. Office of the U.S. Coordinator for Refugee Affairs.
Pub Date Sep 80
Note-40p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Acculturation; *Asian Americans; *Indochinese; *Information Sources; *Land Settlement; *Refugees

This bibliography lists selected current resource and reference materials on the domestic resettlement of Indochinese refugees in the United States. Citations include books, journal articles, government reports, congressional hearings, and various published and unpublished documents by individuals and private agencies. Works are divided under sixteen headings: (1) bibliographies; (2) camps in Southeast Asia; (3) domestic resettlement of Indochinese refugees (general); (4) legal aspects of refugee status in the United States; (5) socio-economic studies of the Indochinese refugees in the United States; (6) social/cultural adjustment; (7) orientation of refugees to American life; (8) orientation of sponsors, social service providers and teachers; (9) language acquisition; (10) physical health care needs; (11) emotional and mental health; (12) vocational/occupational adaptation; (13) housing needs; (14) needs of refugee children and youth; (15) refugees in the United States (general); and (16) relevant periodicals. (Author/JCD)

ED215005 UD021637

Morgan, David R.; And Others
Desegregating Public Schools: A Handbook for Local Officials.
Oklahoma Univ., Norman. Bureau of Government Research.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date Feb 82
Grant-NIE-G-80-0142
Note-185p.; Not available in paper copy due to institution's restrictions.
Available from-Bureau of Government Research, University of Oklahoma, Norman, OK 73019 ($7.00, 20 percent discount for 10 or more).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Board of Education Role; *Busing; Community Attitudes; Community Involvement; *Community Role; *Court Litigation; *Desegregation Effects; *Desegregation Methods; Elementary Secondary Education; Magnet Schools; Public Policy; *School Desegregation; State Legislation; Urban to Suburban Migration; Voluntary Desegregation; Whites

This handbook was prepared to provide guidance and suggestions primarily for school officials who are developing a plan for school desegregation or who are trying to revise an existing plan. Indications of what has and has not worked in other districts are based on experts' recommendations, on case studies from other communities, and on the findings of a research project that examined school desegregation in 52 American cities. Chapter one describes some publications that can serve as practical guides to school desegregation. Chapter two examines the historical and legal context of school desegregation by reviewing early court cases and deseqregation policy standards that emerged from them, changes that have taken place in schools over the years, and the issues of white flight and metropolitan plans in connection with desegregation. Chapter three deals with strategies and techniques, and reviews findings from experience and research of practices which yield the best results. Chapter four discusses issues and problems involved in busing. Chapter five considers the public leadership role in school desegregation. A concluding chapter summarizes the handbook. Appendices include some guiding principles for desegregation planners, a directory of desegregation assistance centers, and information on how to locate court decisions. (Author/MJL)

ED215006 UD021767

San Diego Plan for Racial Integration, 1979-82. Revised.
San Diego City Schools, Calif.
Pub Date Jun 79
Note-138p.; For a related document, see ED 210 336. There are no pages 35-36.
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Community Involvement; *Desegregation Methods; Elementary School Students; Elementary Secondary Education; Human Relations Programs; Magnet Schools; Minority Groups; Program Descriptions; Racial Balance; *Racial Integration; *School Desegregation; Secondary School Students; Skill Centers; Speech Communication; *Urban Programs; *Voluntary Desegregation
Identifiers-*San Diego Unified School District CA

This report summarizes programs under the Plan for Racial Integration which was developed by the San Diego, California, Unified School District to alleviate the racial isolation of minority students in the district's public schools. Described are elementary and secondary school integration programs, including magnet programs, learning centers, and other integration activities; voluntary ethnic enrollment programs for elementary and secondary levels; race/human relations programs; oral communication instruction programs; other integration programs; and a program to promote community awareness and publicize integration efforts. Information on programs within each category includes the project location, the grade level for which the program has been designed, the number and types of program participants, a brief description of program content and activities, and a description of program oraganization. (MJL)

ED215007 UD021783

Federal Nondiscrimination Regulations: A Procedural Compliance Handbook. Draft.

Governor's Committee on Employment of the Handicapped, Trenton, N.J.; Nevada State Dept. of Education, Carson City.
Spons Agency-Department of Education, Washington, D.C.
Pub Date Apr 81
Note-148p.
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Civil Rights Legislation; *Compliance (Legal); Elementary Secondary Education; *Equal Education; *Federal Regulation; Grievance Procedures; Information Sources; Institutional Evaluation; Legal Responsibility; Public Policy; Recordkeeping
Identifiers-*Elementary Secondary Education Act Title VI; Lau V Nichols; Office of Civil Rights Voc Educ Program Guidelines; Rehabilitation Act 1973 (Section 504); *Title IX Education Amendments 1972

This handbook is designed to provide educators with the procedures and resources necessary to achieve compliance with Federal nondiscrimination regulations. The components of procedural compliance are examined as follows: (1) designation of a responsible coordinator; (2) institutional self-evaluation; (3) notification of nondiscrimination policy; (4) recordkeeping; (5) adoption of specific grievance procedures; and (6) federal assurances. A final section of the handbook contains a directory of State and Federal resources. A chart describing all areas of Federal nondiscrimination regulations appears at the beginning of section two and is followed by a grid of the procedural requirements for each regulation. A diagram outlining the evolution of Federal civil rights' mandates, a comprehensive procedural compliance check list, and an outline of the deadlines for section 504 compliance are also included. Each procedural regulation is reviewed in terms of its application to Title VI (race and national origin), Title IX (sex), Section 504 (handicap), and the Office of Civil Rights Guidelines for Vocational Education. Since the Lau remedies for students with limited English proficiency have some regulatory application to educational institutions, they are also covered as an adjunct to Title VI. (Author/JCD)

ED215008 UD021795

Evaluation Strategies for Urban Intervention Program. Proceedings from the Workshop on Urban Intervention Programs (Washington, DC, October 23, 1980).

Horace Mann Learning Center (ED), Washington, D.C.
Pub Date 23 Oct 80
Note-63p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Compensatory Education; Early Childhood Education; Elementary Secondary Education; *Evaluation; Evaluation Methods; *Evaluation Needs; Federal Aid; *Federal Programs; *Government Role; Program Development; *Research Problems; *Urban Education
Identifiers-Pasadena Unified School District CA; Push for Excellence Program

This is a report on the proceedings of the Workshop on Evaluation Strategies for Urban Intervention Programs sponsored by the Education Forum Branch of the U.S. Department of Education and held on October 23, 1980. The report contains the remarks delivered by the workshop speakers as well as the questions and statements of different panelists. Included are discussions on: the Federal role in urban intervention programs and research and development; approaches to evolutionary program development and evaluation of such programs; evaluation methods and the problems of evaluating intervention programs; and elements of urban intervention programs. Various experiences in urban intervention programs are described with emphasis on their implications for evaluation. (MJL)

ED215009 UD021880

Berry, John W.

Comparative Studies of Cognitive Styles: Implications for the Education of Immigrant Students.

Pub Date Dec 81
Note-22p.; Paper presented at the Conference on The Education of Ethnic Minority Immigrants (Miami, FL, December 13-16, 1981).
Available from-University Press of America, P.O. Box 19101, Washington, DC 20036 (write for price).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Acculturation; *Cognitive Style; *Cultural Influences; *Ecological Factors; Educational Planning; Elementary Secondary Education; Higher Education; Immigrants
Identifiers-*Field Dependence; *Field Independence

Differences in cognitive styles or intellectual behavior can be attributed to different ecological and cultural influences on individuals. These influences, such as type of subsistence economy, social stratification, socialization, and role specialization, affect the development of a particular cognitive style which is determined by whether an individual relies on the external environment or works on it. Individuals who tend to accept the external environment are considered relatively more field dependent, while those who act on it are considered relatively more field independent. The style which develops under these traditional ecological-cultural conditions is subject to further alteration by acculturative influences, such as education, a shift from traditional economy to wage employment, and urbanization. Among immigrants, acculturative factors may encourage a tendency toward field independence and thus reduce large cultural variations in populations. In some cases, however, the traditional cognitive-adaptive style may persist and lead to numerous cultural differences in societies that are host to immigrants. In such societies, the implications of different cognitive styles for the educational process should be considered in planning educational services. To treat all students as culturally and psychologically identical is to interpret stylistic differences as deficits rather than qualitative, socially enriching variations. (Author/MJL)

ED215010 UD022052

Baker, Keith A.; de Kanter, Adriana A.

Effectiveness of Bilingual Education: A Review of the Literature. Final Draft Report.

Department of Education, Washington, D.C. Office of Planning, Budget, and Evaluation.
Pub Date 25 Sep 81
Note-213p.; Some tables may be marginally legible due to small size type of original document.
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-*Bilingual Education; Elementary Secondary Education; *English (Second Language); Equal Education; *Program Effectiveness; *Program Evaluation; Second Language Instruction; *Transitional Programs
Identifiers-*Bilingual Education Act 1968; Limited English Speaking

Based on a review of twenty-eight studies, this report examines the success of transitional bilingual education programs in leading to better performance in English and in nonlanguage subject areas. The following conclusions are offered: (1) Schools can improve the achievement level of language minority children through proper programs. (2) There is not sufficient evidence for the effectiveness of transitional bilingual education to justify the Federal government's exclusive reliance on this method of instruction. Therefore, each school district should decide what type of special program is most appropriate locally. (3) Evidence does not support the necessity of teaching nonlanguage subjects in the child's native tongue, though it is necessary to structure the curriculum differently from that of English monolingual students if the subject matter is to be taught to non-English speakers. (4) Immersion programs, which involve structured curricula in English, show promising results and should be given more attention in program development. (5) The Title VII program for bilingual education must take steps to improve the quality of its program evaluations. (Author/GC)

ED215011 UD022061

Domanico, Raymond; And Others

The Promotional Gates Program: Mid-Year Assessment and Analysis of January, 1982 Test Results. Evaluation Report.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
Pub Date 1 Mar 82
Note-72p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Achievement Gains; Attendance Patterns; *Community Schools; Data Analysis; Elementary Education; Evaluation Criteria; *Improvement Programs; Junior High Schools; Needs Assessment; *Program Implementation; *Student Placement; Teacher Selection
Identifiers-California Achievement Tests; Criterion Referenced English Syntax Test; Limited English Speaking; *New York City Board of Education; *Promotional Gates Program

This report evaluates the Promotional Gates Program for kindergarten through ninth grade implemented in thirty-two community school districts in New York City. The report is designed to provide policy makers with: (1) an assessment of student achievement on the California Achievement Test (CAT) and the Criterion Referenced English Syntax Test (CREST) administered in April and August 1981 and January 1982; (2) descriptive information about program implementation; and (3) analyses which may affect pending program design and funding decisions in the fiscal 1983 budget. Although program implementation is reported to have been completed smoothly and effectively, problems in administrative organization, pupil identification procedures, and teacher training and selection are said to need further improvement. It is suggested that errors in the placement of limited English proficient holdovers may be attributed to the inconsistent and inadequate criteria for determining who should take the CAT and who should take the CREST. Appendices include a description of the Gates curricula, definitions of the analytic groupings used in the analysis of student achievement, additional tables of student test scores by district and by grade, and an explanation of statistical adjustment of pre test scores. (Author/JCD)

ED215012 UD022110

Thaxton, Louis C.; Tuthill, Dean F.

The Employment Situation in Selected Communities on the Lower Eastern Shore of Maryland.

Maryland Univ., College Park. Cooperative Extension Service.
Pub Date 79
Note-26p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Blacks; Career Development; *Community Involvement; *Community Programs; Elementary Secondary Education; Employed Women; *Employment; Employment Programs; Employment Statistics; *Unemployment; Vocational Education; Whites; Youth Employment
Identifiers-*Maryland

This is an illustrated report on some findings of the Citizens Education Project (CEP), a 1979 survey of the employment situation of communities in five Maryland counties. The study was conducted by the Maryland Cooperative Extension Service, University of Maryland, College Park and Eastern Shore, with funding from Extension Program 1890. The report provides statistics on employment (by age, sex, and race), unemployment, occupational distributions of employed populations, full time and part time employment, employed women, work skills, and employment in large and small firms. Also included are information on community efforts to reduce unemployment and suggestions as to how community educational programs can prepare people for careers and employment. (MJL)

ED215013 UD022112

Noth, Nancy; O'Neill, Barbara

Dropout Identification: A Preliminary Study of the Pasco School District.

Spons Agency-Pasco School District 1, Wash.; Washington State Univ., Pullman.
Pub Date May 81
Note-57p.; Also sponsored by the Teacher Corps Project '79. Not available in paper copy due to reproduction quality of original document.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Data Collection; *Data Processing; *Dropout Characteristics; *Dropout Prevention; Dropouts; High Schools; *Information Storage; Information Utilization; Predictor Variables; *Profiles
Identifiers-Pasco School District WA

This study, which examined the demographic and educational characteristics of students who leave school before completing the twelfth grade, aimed to identify descriptive and predictive data on the potential school dropout in the Pasco School District of Washington State. The project was conducted as an initial step toward developing a data collection system that would provide dropout profiles to help identify "at risk" students before they leave school. A sample of ninth and tenth grade dropouts was identified and information on them was collected from school records and through interviews with the subjects. Among the dropout characteristics examined were sex, race/ethnic background, academic achievement, parents' educational attainment, family size, number of schools attended, incidence of grade repetition and school suspension, participation in extracurricular activities, and reasons for leaving school. The study recommended that record keeping in the school district be made more systematic, that computerized storage of information be considered as an alternative, that additional variables be studied, and that research on programs to prevent dropping out from Pasco schools be conducted when a dropout profile is identified from the data. Appendices to the report include data collected in the pilot study, a sample of the interview format, and a sample interview guide. (MJL)

ED215014 UD022132

Planning and Development in The Netherlands: Immigrant Ethnic Minorities in The Netherlands. Vol. XIII, No. 1, 1981.

Pub Date 81

Note-140p.; Not available in paper copy due to institution's restrictions; for a related document, see ED 160 336.

Available from-Van Gorcum Publishers and Printers, P.O. Box 43, 9400 AA Assen, The Netherlands.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Employment; Equal Education; Ethnic Distribution; *Ethnic Groups; Ethnicity; Immigrants; *Minority Groups; *Public Policy; Research Problems; Research Utilization; *Social Integration; Social Science Research; *Socioeconomic Influences

Identifiers-*Netherlands; Social Theory

Policy considerations that affect immigrant ethnic minorities in the Netherlands are addressed by the articles in this volume. The articles cover the following topics: (1) the recent history of migration and general outline of government policy toward immigrant groups; (2) housing and the concentration or dispersal of ethnic group populations; (3) the education and employment of younger members of ethnic communities; (4) the contribution of research and the role of social work; and (5) the dilemmas the Netherlands face in attempting to formulate policy that will account for specific group characteristics and cultural backgrounds and still provide equal treatment for all residents. A final article presents the opinions of several ethnic group leaders about government policy as it is and as they think it should be. (Author/MJL)

ED215015 UD022134

The Impact of Minority Presence in Girl Scouting on White and Minority Communities. Executive Summary.

Girl Scouts of the U.S.A., New York, N.Y.
Pub Date 81
Note-25p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adolescents; *Blacks; Children; *Community Attitudes; Community Support; *Females; *Hispanic Americans; *Participation; Racial Relations; Social Attitudes
Identifiers-*Girl Scouts of the USA; *Roper Research Surveys

This report on the attitudes toward Girl Scouting and minority participation in Girl Scouting is based on the results of the Girl Scout Internal Survey and a telephone survey of the general public conducted by the Roper Organization. A stratified sampling technique was used to select Girl Scout members, affiliated adults, and non-members for the internal survey. The population selected for the Roper Survey consisted of a national cross section of adults plus two "oversamples" designed to include an additional number of blacks and Hispanic Americans. The results of both surveys showed an overall favorable reaction by blacks and Hispanics toward Girl Scouting and its impact on minorities. Likewise, the majority of whites were said to approve of minority participation in Girl Scouting. (JCD)

ED215016 UD022138

Kim, Kyung Sook Chun

A Study on Variables Related to Behavior Patterns of Cultural Adjustment and Mental Health Delivery System Utilization for Korean-American.

Pub Date Dec 81

Note-192p.; Not available in paper copy due to author's restrictions; Ph.D. Dissertation, Walden University.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Acculturation; *Adjustment (to Environment); Cultural Traits; *Korean Americans; *Mental Health Programs; *Personality Traits; Self Control; *Social Services; Use Studies

This study attempted to clarify the issues of previous research that revealed that Korean Americans underutilize available mental health and social service systems in the community. It is reported that five independent variables are related to underutilization: (1) level of adjustment; (2) cultural values; (3) personal adaptability; (4) attitude toward professional service utilization; and (5) other external factors. It is suggested that well adjusted individuals are most likely to exhibit greater utilization of services. It is reported however, that positive attitudes toward utilization and service are not related to utilization behavior. The report concludes that individuals who have adapted to the new Western culture tend to develop a pattern of self sufficiency and self control in their behavior, and are less likely to depend on outside resources. (JCD)

ED215017 UD022145

Anderson, Tom; Barta, Sheryl

Multicultural Nonsexist Education in Iowa Schools: Home Economics & Industrial Arts.

Iowa State Dept. of Public Instruction, Des Moines.
Pub Date 81
Note-24p.; For related documents see ED 198 241, ED 198 243 and ED 206 461.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Curriculum Development; Elementary Secondary Education; Evaluation Criteria; *Home Economics; *Industrial Arts; Information Sources; *Multicultural Education; Program Content; *Program Development; Resource Materials; School Districts; *Sex Fairness
Identifiers-*Iowa

This pamphlet is intended to be a guide to the development and implementation of the home economics and industrial arts components of a multicultural, non-sexist curriculum. Included are the rationale and philosophy of the curriculum plan, the legal requirements as defined by the Iowa State Board of Education, the goals and objectives of the curriculum plan, a self-evaluation checklist, a bibliography of resource materials, and a list of resource organizations. The self-evaluation checklist presents questions pertaining to curriculum structure and content, instructional materials, and teaching strategies. (Author/JCD)

ED215018 UD022147

Executive Abstracts, 1980-81.
Clark County School District, Las Vegas, Nev.
Pub Date Sep 81
Note-61p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Academic Achievement; Achievement Gains; American Indian Education; Bilingual Education; *Compensatory Education; Compliance (Legal); Desegregation Effects; *Federal Programs; Inservice Teacher Education; *Pilot Projects; *Program Evaluation; School Districts; Special Education; *State Programs; *Testing Programs
Identifiers-*Clark County School District NV; Elementary Secondary Education Act Title I; Elementary Secondary Education Act Title IV

Presented here is a collection of assessment and evaluation abstracts of local, State and Federal programs in the Clark County School District in Nevada. In the first section, the district-wide aptitude and achievement testing measures are described, and the results of testing are presented. Section two provides information on program evaluations in the areas of desegregation, student characteristics and absentee patterns, instructional computing, measurement of achievement gains in Title I reading and math programs, the Office for Civil Rights Compliance Plan, and the Structure of Intellect Pilot Program. The abstracts of Federal projects include reports on the following: (1) Elementary and Secondary Education Act (ESEA) Title I; (2) ESEA Title IV-B: Library and Media Resources Project; (3) ESEA Title IV-C: Developmental Therapy for the Handicapped Program and Fine Arts Project; (4) ESEA Title VII; Bienvenido Bilingual Education Project; and (5) the Clark County Teachers Center Project. Also presented is an abstract for the Indian Education Comprehensive Program. A description of services successfully completed during the 1980-81 school year is appended. (Author/JCD)

ED215019 UD022148

The Influence of Student Characteristics on Absentee Patterns: Ninth Graders, 1979-80.

Clark County School District, Las Vegas, Nev.

Pub Date [80]
Note-35p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Academic Achievement; *Attendance Patterns; Data Analysis; *Enrollment Trends; *Grade 9; High School Students; Junior High School Students; School Policy; Secondary Education; *Student Characteristics
Identifiers-*Clark County School District NV

This study examines the relationship between student absentee patterns and the characteristics of ninth grade students in Clark County School District, Nevada. It is reported that the absentee patterns of junior high school students are significantly different from those of senior high school students. The length of continuous enrollment, and scholastic aptitude, reading, and math scores are reported to be significant factors regarding student absentee rate. Neither the sex nor ethnic background of students are reported to be significant factors regarding absenteeism. It is suggested that the data from this study could be used for a longitudinal comparative study to determine the impact of new attendance policies on student absentee patterns. (Author/JCD)

ED215020 UD022149

Orfield, Gary

Toward a Strategy for Urban Integration: Lessons in School and Housing Policy from Twelve Cities. A Report to the Ford Foundation.

Ford Foundation, New York, N.Y.
Report No-ISBN-0-916584-19-4
Pub Date Dec 81
Note-87p.
Available from-Ford Foundation, Box 559, Naugatuck, CT 06770 ($4.50; 10 or more, $3.60).
Document Not Available from EDRS.
Descriptors-Agency Cooperation; Community Programs; Court Litigation; *Desegregation Methods; Elementary Secondary Education; *Housing; *Neighborhood Integration; *Public Policy; *Racial Integration; *School Desegregation; Urban Areas

This report is based on a study that explored possibilities for an urban desegregation strategy that would relate school desegregation policy to housing policy. The study sought to identify models for coordinating operations of personnel involved in housing and those involved in school desegregation by investigating 12 American cities that had school desegregation plans and had relatively progressive leadership on racial issues. The report reveals that in the cities studied, the proposal to coordinate school and housing desegregation was generally supported, but that no actual coordination existed. It is observed that, often, officials concerned with one area were unknown to those in the other and acted without considering effects on the other. The report examines why a coordinated policy has not been developed so far, investigates the feasibility of effecting such a policy through the courts, discusses strategies for coordinated school and housing segregation, and explores policy options. It is concluded that a combination of approaches rather than a single policy might provide more positive effects on school and housing segregation. (Author/MJL)

ED215021 UD022155

Follow Through Resource Center: Community School 77. Final Evaluation Report, 1980-1981.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date [81]
Note-26p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Adoption (Ideas); *Community Schools; Elementary Education; Individualized Instruction; *Information Dissemination; Inservice Education; Institutes (Training Programs); Parent Participation; *Program Evaluation; *Resource Centers; Student Motivation
Identifiers-*New York City Board of Education; *Project Follow Through; University of Kansas

This is a final report on the Follow Through Resource Center at Community School 77 in the Bronx (New York). The Center was established in 1977 to disseminate information about the University of Kansas behavior analysis Follow Through model. The report discusses the program's activities during 1980-81, and includes an evaluation of the Center's success in dissemination of program information, demonstration of the program, and pre-service training as well as the impact of the training on new adoption sites. A participant evaluation form, behavior analysis implementation check list for adopting sites and the questionnaire used for inservice participants are appended. The center's activities include the following components: (1) individualized instruction; (2) positive motivation; (3) continuous assessment of student progress; and (4) parent participation in classroom instruction and educational planning. The results of the evaluation indicate that most of the components of the behavior analysis model were implemented at the two adoption sites surveyed and that eleven new adoptions were achieved. Likewise, information about the model was disseminated through a variety of channels and resulted in an expanded audience. It is suggested, however, that more follow-up training time is needed for pre-service training workshops. (JCD)

ED215022 UD022159

Desegregation Report: 1981.
Clark County School District, Las Vegas, Nev.
Pub Date Jun 81
Note-42p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Achievement Gains; Black Students; *Busing; *Desegregation Effects; *Desegregation Plans; Elementary Education; White Students
Identifiers-*Clark County School District NV

Studies of desegregation effects on student achievement show no clear trends, although most of the studies report positive outcomes. The variance reported in desegregation studies has been attributed to: 1) type of desegregation plan; 2) duration of desegregation; 3) characteristics of the schools and communities involved; and 4) methodology used in desegregation research. In the Clark County, Nevada School District, changes in student achievement were observed between 1972 and 1981, a period during which the Sixth Grade Plan of Integration was in effect in the district. In September, 1972, the Plan of Integration established sixth grade centers in what had been predominantly black neighborhood elementary zones. Sixth graders from throughout the metropolitan area were bused to the centers, while first to fifth grade black students from the zones in which the centers were located were transported to other schools in the metropolitan area. Comparisons of 1972 and 1981 student achievement measures indicated that since implementation of the Plan, academic performance among blacks,

non-blacks, and whites improved, with the gains being particularly pronounced among blacks. Achievement differences between blacks and other student subgroups persisted, although the gains recorded by blacks greatly reduced the disparity. If trends continue, the disparities may eventually disappear. (Author/MJL)

ED215023 UD022160

Evaluation Report: ESEA Title I Projects, Fiscal Year 1981.
Clark County School District, Las Vegas, Nev.
Pub Date [81]
Note-40p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Achievement Gains; *Compensatory Education; Disadvantaged Youth; Elementary Secondary Education; *Federal Programs; *Mathematics Achievement; Parent Participation; *Program Effectiveness; Program Evaluation; *Reading Improvement
Identifiers-Elementary Secondary Education Act Title I; *Nevada (Clark County)

This report presents evaluation data on Title I compensatory reading and mathematics programs for kindergarten through grade 12 in public schools, private schools, and institutions for neglected and delinquent children in Clark County, Nevada. Included in the report is information on the number of participants in the different programs, the extent and nature of parent participation, the number and types of staff involved, program characteristics, and pupil achievement for given grade levels. Based on the data analyzed, the report suggests that the program was generally successful in meeting student achievement objectives. (MJL)

ED215024 UD022161

Bienvenido Bilingual Education Project: End of Year Report, Fiscal Year 1981.

Clark County School District, Las Vegas, Nev.

Pub Date [81]
Note-34p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Academic Achievement; *Bilingual Education; *Educational Objectives; English (Second Language); *Federal Programs; Hispanic Americans; Multicultural Education; Parent Participation; Primary Education; *Program Effectiveness; Program Evaluation; *Spanish Speaking
Identifiers-Elementary Secondary Education Act Title VII; *Nevada (Clark County)

The Bienvenido Bilingual Education Project was funded under Title VII of the Elementary Secondary Education Act and implemented in kindergarten, first and second grade classrooms of two elementary schools in Clark County, Nevada. The project aimed to provide for the bilingual educational needs of Spanish speaking students which had not been met by other language programs. Since the project also was designed to improve English language skills among children of limited English language proficiency through peer assistance, and to broaden understanding of other languages and cultures among monolingual English speaking students, classes consisted of a majority of Spanish speakers and some monolingual English speakers. Additional objectives included: (1) increased mathematics skills; (2) the development of readiness skills among kindergarten pupils; (3) the development of instructional resources; (4) provision of staff training; and (5) promotion of parent involvement. In general, most of the objectives were attained. It is recommended that the program be extended to include third grade in 1981-82. (Author/MJL)

ED215025 UD022165

Codianni, Anthony V.; And Others
Toward Educational Equity for All: A Planning Guide for Integrating Multicultural/Nonsexist Education into the K-12 Curriculum.
Midwest Race and Sex Desegregation Centers, Manhattan, KS.
Pub Date Oct 81
Note-123p.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Curriculum Development; Curriculum Enrichment; Elementary Secondary Education; Language Arts; Mathematics Curriculum; *Multicultural Education; *Nondiscriminatory Education; Science Curriculum; *Sex Fairness; Social Studies

This guide presents a model developed to assist schools and districts in planning and implementing multicultural and nonsexist education in all subject areas from kindergarten to twelfth grade. The guide illustrates how multicultural/nonsexist curricula may be integrated into social studies, mathematics, language arts, and science, and emphasizes that the model is applicable in other subject areas as well. Four sequential activities for curriculum development are proposed: deciding on a rationale; selecting goals and outcomes; assessing content; and developing appropriate activities. Activities are described and materials and worksheets for each of the four subject areas represented are provided. A bibliography is appended. (Author/MJL)

ED215026 UD022167

Inter-American Foundation: Annual Report, 1981 (October 1, 1980-September 30, 1981).
Inter-American Foundation, Rosslyn, Va.
Spons Agency-Congress of the U.S., Washington, D.C.; Inter-American Development Bank, Washington, D.C.
Pub Date 81
Note-65p.; Some photographs may not reproduce due to reproduction quality of original document.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Developing Nations; *Economically Disadvantaged; Economic Development; Foreign Countries; *Grants; Higher Education; *Philanthropic Foundations
Identifiers-Caribbean; *Inter American Foundation; Latin America

This is the 1981 report of the Inter-American Foundation, a public corporation created by the United States Congress in 1969 to support the self-help efforts of poor people in Latin America and the Caribbean. The report provides an overall review of 1981 grants provided by the Foundation in Latin America and the Caribbean in the areas of: (1) agriculture and rural development; (2) community services; (3) education and training; (4) research and learning; (5) urban enterprises; (6) legal assitance; and (7) cultural expression. Specific regional reports describe the types of projects funded and the amounts awarded to projects in various countries within each region. Also included are information on fellowship grants awarded during the year to graduate students in U.S. universities for field research on Latin America and the Caribbean, and data showing the financial breakdown of Foundation grants made during the 1981 fiscal year. (Author/MJL)

ED215027 UD022172

Carsrud, Karen Banks; Welsh, David J.

On Implementing Court-Ordered School Desegregation: What Successful Elementary Principals Do.

Pub Date Mar 82
Note-11p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Administrator Responsibility; *Administrator Role; Cooperative Planning; Elementary Education; *Elementary Schools; Parent Participation; Parent School Relationship; *School Desegregation; *School Policy; Student Motivation; Teacher Morale; Urban Schools

Presented here is a study of how principals contributed to successful court-ordered desegregation. Five principals in urban, elementary schools who were named by district administrators as those doing an especially effective job were interviewed. The following perceptions were revealed as the result of an analysis of the interviews: (1) it is important to meet with parents, students and staff before the beginning of the new school year; (2) parental involvement is essential to the success of school desegregation; (3) building up student and staff morale plays an important role in a successful first year of desegregation; (4) principals in successful schools are highly visible and accessible to students and staff; (5) consistent enforcement of school policy must begin with the first day of school; and (6) input from administrators, parents, and teachers is actively sought by successful principals. (JCD)

ED215028 UD022176

Substance Abuse Education Syllabus, Grades 3-4-5.
Detroit Public Schools, Mich. Dept. of Curriculum Development Services.
Pub Date 79
Note-31p.; For a related document, see UD 022 177.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Children; *Concept Teaching; Drug Abuse; *Drug Education; Educational Resources; Elementary Education; Environmental Influences; *Health Education; Health Needs; Information Sources; Instructional Materials; Lesson Plans
Identifiers-Detroit Public Schools MI

This syllabus on substance abuse education, a resource for third, fourth and fifth grade teachers, focuses on concepts pertaining to the proper use, history and effects of various drug products. The development of proper health attitudes and practices is emphasized. Content areas and suggested learning activities are included in teaching outlines for each of seven concepts. A list of resources, including books, pamphlets, films, agencies and supplementary teaching suggestions is appended. (JCD)

ED215029 UD022177

Substance Abuse Education Syllabus, Grades 6-7-8.
Detroit Public Schools, Mich. Dept. of Curriculum Development Services.
Pub Date 79
Note-24p.; For a related document, see UD 022 176.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adolescents; *Drug Abuse; *Drug Education; Information Sources; Instructional Materials; Junior High Schools

This syllabus on substance abuse education is intended as a resource for sixth, seventh and eighth grade teachers, and focuses on concepts pertaining to the proper use of drugs, prevention of drug-related problems, and recommended health practices. Content areas and instructional activities are outlined for each of four concepts: (1) behavior patterns influence present and future health; (2) problems are common to all people, but one's response to problems is important to personality development; (3) the legitimate use of drugs and other substances is widespread; and (4) drugs can be valuable when used properly, but improper use of drugs constitutes abuse. The guide emphasizes improved communications between adults and children, decision making experiences, values clarification and the development of a positive self-concept and attitude toward life. A list of published, audiovisual and organizational resources is appended. (JCD)

ED215030 UD022178

Ogletree, Earl J.; Jackson, Lillian

Marriage and the Black Family: What Research Says.

Pub Date [82]
Note-27p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Black Attitudes; *Blacks; Children; Economic Factors; Family (Sociological Unit); Interpersonal Relationship; Literature Reviews; *Marriage; *Mate Selection; Middle Class; Sexuality; *Socioeconomic Status; Stress Variables

This report reviews sociological research pertaining to marriage and family relations among blacks. Mate selection, economics in marriage, sexual relations, and the importance of children are among the topics examined. Observations and hypotheses about black social status are applied to research findings on family life in general, and contrasts are drawn between blacks and whites. Race, sex, age, education, employment and socioeconomic status are reported to be the primary factors that black Americans consider when deciding if and whom to marry. The relation between marital satisfaction and socioeconomic status is held to be stronger for blacks than for whites. Economic strain, marital status, race and the presence of children in the family are said to be stress related factors, and depression is reported to be higher among black couples than among their white counterparts. The report concludes, however, that because of the lack of information about the value systems of blacks and the norms of society in general, any statement regarding the role and attitudes of middle class black families must be considered tentative. (JCD)

ED215031 UD022180

Thomas, Gail E.; Braddock, Jomills Henry, II
Determining the College Destination of Black Students.
Southern Education Foundation, Atlanta, Ga.
Pub Date Jul 81
Note-77p.
Available from-Southern Education Foundation, 811 Cypress Street, N.E., Atlanta, GA 30308 ($4.00).
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Black Students; College Attendance; College Bound Students; *College Choice; College Preparation; Females; Higher Education; High Schools; High School Seniors; *Institutional Characteristics; Males; *Racial Composition; *Socioeconomic Influences; *Student Characteristics

Drawing from the National Longitudinal Survey (NLS) of 1972 high school seniors, a study was conducted to examine factors that determine the college destination of black students. Among the variables considered were: (1) personal characteristics of students (family background, standardized test performance, educational aspirations, perceptions about colleges and universities); (2) students' academic and pre college program experiences (curriculum placement, high school class rank, math and science preparation, participation in Upward Bound or Talent Search); (3) influence of significant others; and (4) the characteristics (region, racial composition) of high schools that black students attend. Evaluated were the effects of these variables on the enrollment of black students in two year versus four year colleges, public versus private colleges, predominantly black versus predominantly white colleges, and highly selective versus less selective colleges. This report provides the results of multivariate analysis of the data collected and briefly discusses policy implications of the findings. (Author/GC)

ED215032 UD022181

Poole, Georgia C.; Adams, Eugene W.

A Summer Enrichment and Reinforcement Program in the School of Veterinary Medicine at Tuskegee Institute, Alabama. A Program Designed to Respond to a Challenge: Increased Minority and Disadvantaged Representation in Veterinary Medicine.

Tuskegee Inst., AL. School of Veterinary Medicine.
Spons Agency-Health Resources Administration (DHEW/PHS), Bethesda, Md.
Pub Date 80
Note-60p.; Not available in paper copy due to institution's restrictions.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Academic Achievement; *Compensatory Education; Educationally Disadvantaged; Higher Education; *High Risk Students; *Improvement Programs; Program Evaluation; Summer Programs; *Teaching Methods; *Veterinary Medical Education
Identifiers-*Tuskegee Institute AL

This report describes a pre-entry summer program at the School of Veterinary Medicine at Tuskegee Institute, Alabama, designed to develop attitudinal readiness and cognitive abilities of students who face a high risk of attrition because of inadequate learning skills. The program, which runs for eight weeks, consists of three phases: 1) phase one, in which students are instructed in medical terminology skills, organizational skills, and test-taking skills to facilitate comprehension in veterinary medical courses; 2) phase two, in which students are helped to develop the critical thinking skills essential to scientific thought; and 3) phase three, which is devoted to program evaluation through assessment of student performance on achievement tests. The report discusses different aspects of each of the program phases in detail, including theory, activities, and the results of past experience in implementing the program. The program syllabus and data on the performance of trainees in past programs are appended to the report. (MJL)

ED215033 UD022182

Lewis, Angelo John; Benderson, Albert, Ed.
Making the Public Schools Work: Urban Education in the '80s. FOCUS 9.
Educational Testing Service, Princeton, N.J.
Pub Date 82
Note-28p.
Available from-Educational Testing Service, Princeton, NJ 08541 (no charge).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Accountability; *Competency Based Education; Educationally Disadvantaged; Educational Policy; Elementary Secondary Education; Equalization Aid; *Financial Policy; Politics; Teacher Effectiveness; *Teacher Improvement; *Urban Schools
Identifiers-Coleman Report; Education Policy Research Center NY; Project Head Start

The problems of urban public schools and current reform efforts are examined in this issue of "FOCUS," a publication of the Educational Testing Service. Declining support from parents and teachers, budget cuts, declining enrollment and deficiencies in student performance in mathematics and science skills are among the problems discussed. The characteristics of effectively integrated schools are examined in light of changes in urban demography. The impact of Project Head Start competency-based education, and teacher improvement programs are also discussed. Fiscal problems, policy implications, and various school finance reform measures are outlined. (JCD)

ED215034 UD022183

Langer, Philip; And Others

Age of Admission and Trends in Achievement: A Comparison of Blacks and Whites.

Pub Date 22 Mar 82
Note-27p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 22, 1982).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Academic Achievement; *Black Students; Comparative Analysis; Elementary Secondary Education; *Predictor Variables; *School Entrance Age; *Student Attrition; Trend Analysis; *White Students
Identifiers-National Assessment of Educational Progress

The study described in this paper utilized data from the National Assessment of Educational Progress (NAEP) to compare achievement trends among black and white students with respect to the variable of age at admission to first grade. The three age groups selected were nine, thirteen, and seventeen year olds. NAEP data in reading, mathematics, and science were combined and analyzed using multiple regression. Predictor variables included class age, relative age, sex, parental education, home environment, region, and type of community. It was found that by age seventeen, the differences between younger and older first grade entrants disappeared, but that trend differences persisted between white and black samples. It is argued that the change in whites is due in great part to higher retention rated among young males, and that for blacks there is a more general attrition phenomenon. (Author/GC)

ED215035 UD022184

Fuentes, Luis

Schools, As Political Institutions and Ghetto/Barrio Educational Aspirations.

Pub Date [80]
Note-9p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Bilingual Education; Elementary Secondary Education; Ghettos; *Illiteracy; Language Dominance; Multicultural Education; *Political Influences; *Political Power; Poverty; *School Role; Self Concept; *Urban Schools

In New York City ghetto schools eighty-five percent of the students are reading below grade level. This points to failure, not of the students but of the school system. In District One, although seventy-three percent of the children are Puerto Rican and eight percent are Chinese, only six of the district's nearly 900 teachers are bilingual. If teachers do not understand what their students are asking, they cannot answer in a language that the students understand. In order to address these problems, it is necessary to view schools as political institutions and to understand the political realities that enforce racial oppression and poverty in our society. Thus, Paulo Freire's concept of the "object world," "discovered, invaded, subjugated, governed, then educated, converted and assisted by another," can be applied to ghettos and ghetto schools. According to Freire, liberation can only occur if the oppressed become actively involved in their own education. Ghetto children must refuse to accept the unsatisfactory, passive roles that a monolingual, English speaking educational system imposes upon them. Bilingual/bicultural education is a beginning in the deconditioning process. It can create a consciousness in young people that will enable them to understand and defeat their oppression. (Author/GC)

ED215036 UD022185

Martin, Kristine L.

African and Pacific Literature: A Comparative Study.

Pub Date Apr 82
Note-17p.; Paper presented at the Annual Conference on Minority and Ethnic Studies (10th, Santa Clara, CA, April 14-17, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*African Literature; Colonialism; *Culture Conflict; Developing Nations; *Fiction; Foreign Countries; *Literature; Poetry; *Social Change
Identifiers-*Africa; *Pacific Islands

Literary writing in Africa and the Pacific addresses themes that reflect colonial experience and the struggles of newly independent nations to cope with change and conflicts between traditional and modern existence. The novels of Chinua Achebe of Nigeria and Ngugi Wa Thiong'o of Kenya illustrate many dominant themes of African literature. Achebe writes of increasing alienation from traditional rural existence, the breakdown of traditional values, and problems that accompany change. Ngugi's primary themes concern alienation from the land and the economic forces associated with the struggle for independence. Both writers allude to African history and culture in their work. Similar themes run through the literature of the Pacific, an area which also experienced colonization. The poetry of John Kasaipwalova of Papua New Guidea and Konai Helu Thaman of Tonua express emotional reactions to a changed world, while the novels of Albert Wendt and Vincent Eri present characters torn between old and new worlds in New Zealand, Samoa, and Papua New Guinea. African and Pacific writings are reactions in part to a threat to a people's existence. The writers from these regions synthesize past and present, and unify the people through a common identity. (Author/MJL)

ED215037 UD022186

Title I Elementary and Secondary Act, 1965. Evaluation Reports, 1980-1981.

Cleveland Public Schools, Ohio. Dept. of Research, Development and Evaluation.

Spons Agency-Department of Education, Washington, D.C.
Pub Date 82
Note-304p.; Some tables may be marginally legible due to small size type on original document; for a related document, see ED 208 059.
EDRS Price - MF01/PC13 Plus Postage.
Descriptors-Achievement Gains; *Basic Skills; Child Development Centers; Compensatory Education; Elementary Secondary Education; *English (Second Language); *Mathematics Achievement; Parochial Schools; Preschool Education; Program Evaluation; *Reading Improvement; *Student Adjustment
Identifiers-*Elementary Secondary Education Act Title I; *Ohio (Cleveland)

This collection of reports evaluates ten Title I programs which were implemented in the Cleveland (Ohio) public and parochial schools during the 1980-81 school year. The following projects are discussed: (1) Child Development Project; (2) Children in Institutions Project; (3) Cleveland Fundamental School Basic Skills Reinforcement Project; (4) Diagnostic Reading Clinic Project; (5) English-as-a-Second-Language Project; (6) Mathematics Skills Improvement Project; (7) Project STAR (Skills Training for Achievement in Reading); (8) Pupil Adjustment Project; (9) Reading Improvement Project; (10) Reading Strategy Project; and (11) Resident Tutor Project. Objectives and outcomes for each program are presented together with recommendations for program improvements. Appendices to each report include achievement test results, attendance and enrollment data, and the results of attitude and opinion surveys. (JCD)

ED215038 UD022187

Chachere, Ernest G.; Johnston, Kathleen B.

A Study of the Attitudes toward Public Education of Inner-City Parents with Children Attending Public Schools.

Pub Date Feb 82
Note-16p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Austin, TX, February, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Disadvantaged; *Educational Assessment; *Educational Quality; Elementary Secondary Education; Expenditures; *Parent Attitudes; *Public Education; Questionnaires; School Surveys; *Urban Schools
Identifiers-*Louisiana (New Orleans)

The results of a poll, conducted in an inner-city area in New Orleans, Louisiana, and designed to assess parent attitudes toward public education, is described in this report. The procedures used in determining the sample for this study included: (1) identification of all students attending the four feeder schools in the inner-city area; and (2) establishment of a systematic procedure for selecting at random those included in the poll. The results indicated overall positive but somewhat conservative views of public education. Furthermore, education was ranked first ahead of health, crime, and social welfare for priority in the expenditure of new funds. (JCD)

ED215039 UD022188

Calfee, Robert C.; And Others

Designing Reading Instruction for Cultural Minorities: The Case of the Kamehameha Early Education Program.

Harvard Univ., Cambridge, Mass. Graduate School of Education.
Spons Agency-Ford Foundation, New York, N.Y. Education and Research Div.; Kamehameha Schools, Honolulu, Hawaii. Kamehameha Early Education Project.
Pub Date Dec 81
Note-109p.; Some pages may be marginally legible due to reproduction quality of original document.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Classroom Environment; *Classroom Techniques; Cultural Influences; Disadvantaged Youth; Hawaiians; *High Risk Students; Primary Education; Program Evaluation; *Reading Instruction; *Reading Programs; Teacher Behavior; Teacher Role; *Teaching Methods
Identifiers-*Kamehameha Early Education Program

This is a report on the Kamehameha Early Education Program (KEEP), a research and development project designed to find ways of improving the school performance of educationally disadvantaged Hawaiian children. The project, implemented in a laboratory school setting and continuously monitored, is described as a reading instruction program for children in kindergarten and in first to third grade. The report provides a historical background on the multidisciplinary research that led to the development of the program, explains evaluation procedures followed, and discusses results of evaluation obtained as of the reporting period. A brief description of a typical morning in a KEEP classroom leads to discussion of two program components, the direct teaching of comprehension through the reading program, and the social organization of the classroom. The laboratory teacher's role in program development and implementation and teacher training processes are then examined. Included as appendices are an explanation of the Kamehameha Reading Objective System developed to guide teacher planning and program monitoring, samples of teacher training materials used in the program, and a detailed list of specific program goals for teachers and for pupils. (Author/MJL)

ED215040 UD022197

The Project Onderwijs en Sociaal Milieu (The Project Education and Social Environment).

Rotterdam School Advisory Service (Netherlands).
Spons Agency-Foundation for Educational Research, Utrecht (Netherlands).; Netherlands Ministry of Education and Sciences, The Hague.; Rotterdam City Council (Netherlands).

Pub Date [82]
Note-36p.; For a related document, see UD 022 198.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Child Development; *Disadvantaged Youth; *Educational Opportunities; Elementary Secondary Education; Program Content; *Program Development; Quality of Life; *School Role; *Social Environment; *Socioeconomic Influences
Identifiers-*Netherlands (Rotterdam)

The Rotterdam City Council's Project "Education and Social Environment" was established to improve the educational environment for disadvantaged children in two working class neighborhoods in Rotterdam, Netherlands. First, the problems of educationally disadvantaged children are discussed. Next, the planning, organizational, and developmental activities of the project are presented. A time schedule and description of component programs in academic subject areas, parent and adult education, and social and affective development are also included. The project is said to emphasize the development of the total child within the regular school environment. (JCD)

ED215041 UD022198

Creemers, Bert P.M.

The Project: Education and Social Environment, Rotterdam (The Netherlands). Management Assessment Paper.

Rotterdam City Council (Netherlands).; Rotterdam School Advisory Service (Netherlands).

Pub Date Oct 76

Note-23p.; Paper presented at Annual Meeting of the International Management Training for Educational Change (Los Angeles, CA, October 24-29, 1976). For related document see UD 022 197.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Cognitive Development; *Compensatory Education; *Educational Opportunities; Elementary Education; Foreign Countries; Language Acquisition; Lower Class Students; *Mastery Learning; Models; *Parent School Relationship; Program Development; *Socialization; Summative Evaluation

Identifiers-*Netherlands (Rotterdam)

This report describes the development, implementation, and evaluation of programs designed to improve the educational opportunities of working class children in Rotterdam, the Netherlands. First, an overview of the objectives, program types, timetable and organizational structure is presented. Secondly, programs are described according to three broad categories: (1) development of thought structures; (2) social development; and (3) mastery learning in reading, mathematics, and language. A model for summative evaluation is presented in terms of

sixteen variables, including socioeconomic status, cultural and educational background of parents, motivation, and emotional and cognitive development of participating students. A list of references is appended. (JCD)

ED215042 UD022199

Jung, Richard K.; Buhl, Barbara Ann

Title I, Today: A Factbook. A Descriptive Summary of Title I (Financial Assistance to Meet Special Educational Needs of Children) of the Elementary and Secondary Education Act.

Department of Education, Washington, D.C.; National Advisory Council on the Education of Disadvantaged Children, Washington, D.C.

Pub Date 81

Note-64p.; Not available in paper copy due to reproduction quality of original document.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Academic Achievement; *Achievement Gains; Compensatory Education; Disadvantaged Youth; Educationally Disadvantaged; Elementary Secondary Education; *Federal Aid; *Federal Programs; Outcomes of Education; *Participation; *Program Effectiveness; *Services

Identifiers-*Elementary Secondary Education Act Title I

Information on characteristics and outcomes of proorams existing under Title I of the Elementary and Secondary Education Act is summarized in this factbook. The information is organized to answer questions concerning: (1) program effectiveness; (2) services provided by Title I funds; and (3) participants in Title I projects. The factbook concludes that Title I programs are effective in improving reading and mathematics skills for Title I students, in increasino test score gains of low achievers, in getting extra funds to poor schools, and in providing a model for designing state programs for low achievino and poor students. It is reported that the major services provided by Title I funds include supplementary proqrams for educationally deprived children, remedial readinq and mathematics, special teachers and aides, smaller classes, more instructional hours, varied instructional approaches, special needs of migrant children, and services for handicapped children. The factbook reveals that in 1979-80, participants in Title I programs included approximately 5.2 million students; about 241,827 teachers, professional staff, and support staff; and parents who served in advisory councils and as home tutors, aides, and organizers. Also discussed are policy considerations for the continued improvement of services for educationally disadvantaged children. (Author/MJL)

ED215043 UD022200

Asian Pacific American Research Seminars. Final Report, 1979-1981.
National Association for Asian and Pacific American Education, Berkeley, Calif.
Spons Agency-National Inst. of Education (ED), Washington, D.C. Dissemination and Improvement of Practice Program.
Pub Date [81]
Grant-NIE-G-79-0063
Note-107p.; Not available in paper copy due to institution's restrictions.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Asian Americans; Curriculum Development; Financial Policy; Grantsmanship; Information Seeking; Information Sources; *Institutes (Training Programs); Public Policy; *Research and Development Centers; *Research Utilization; *Seminars; Social Change
Identifiers-California (Berkeley); *Pacific Americans

This final report describes the activities of the Asian and Pacific American Research Seminars for the first two year grant period of 1979-1981. The purpose of the project is defined as the development of the quality and quantity of research on Asian and Pacific Americans. Topics of training seminars included social policy issues, fiscal restraint legislation, grantsmanship, curriculum development and evaluation, Hawaiian educational research, and educational research issues for Asian and Pacific Americans. Research development activities carried on in conjunction with the seminars project are also outlined. A description of the content and project goals of each seminar, the vitae and publications of the principal investigators, and a directory of project consultants are appended to this report. (JCD)

ED215044 UD022201

Chin, R.; And Others

Case Studies of Three Urban University-School Collaboratives Mandated for the Improvement of Educational Practice. Volume I, Final Report. Revised.

TDR Associates, Inc., Newton, Mass.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date Oct 81
Contract No-400-79-0064
Note-232p.; For related documents, see UD 022 202-203.
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-*College School Cooperation; Community Involvement; *Cooperative Programs; Educational Cooperation; Educational Facilities Improvement; *Educational Improvement; Elementary Secondary Education; *Improvement Programs; *Information Utilization; Instructional Improvement; *Organizational Communication; Organizational Theories; Systems Analysis
Identifiers-*Boston Public Schools MA

This is Volume I of a two-volume report of a study on the exchange and use of knowledge for school improvement in three paired educational systems in Boston, Massachusetts. The pairings, which involved the collaboration of a college/university with one or more of the Boston public schools, were among 26 such collaborative arrangements mandated by court order in 1975 as part of Boston's desegregation program. The pairs investigated were: (1) Harris University-Boston Public Schools District A; (2) Massachusetts College-District B; and (3) Dunfey University-District C. The study investigated the process of interorganizational collaboration on school improvement projects within each of the paired systems. Case studies of the systems investigated are contained in the second volume of this report. This volume explains the study purposes, defines key terms, and discusses the study approach. A conceptual model of the interorganizational process derived from the case studies is described, followed by an application of the model in cross case analysis. The report concludes that in varying degrees, knowledge was exchanged and used in the pairings primarily through face-to-face rather than written communication. Such knowledge exchange/use was found to be governed by the interaction of the systems' structural arrangements, history and environment, and the hierarchy of needs and resources. Details of cross-coding schemes, a bibliography, and a directory of similar collaboratives are included as appendices. (Author/MJL)

ED215045 UD022202

Collins, R.; And Others
Case Studies of Three Urban University-School Collaboratives Mandated for the Improvement of Educational Practice. Volume II, Final Report.
TDR Associates, Inc., Newton, Mass.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date Oct 81
Contract No-400-79-0064
Note-277p.; For related documents, see UD 022 201-203.
EDRS Price - MF01/PC12 Plus Postage.
Descriptors-Case Studies; *College School Cooperation; Community Involvement; *Cooperative Programs; Educational Cooperation; Educational Facilities Improvement; *Educational Improvement; Elementary Secondary Education; *Improvement Programs; *Information Utilization; Instructional Improvement; *Organizational Communication; Organizational Theories; Program Effectiveness; Systems Analysis
Identifiers-*Boston Public Schools MA

This is Volume II of a two-volume final report of a study on the exchange and use of knowledge for school improvement in three paired educational systems in Boston, Massachusetts. The pairings, which involved the collaboration of a college/university with one or more of the Boston public schools in carrying out school improvement programs,

were among 26 such collaborative arrangements mandated by court order in 1975 as part of Boston's desegregation program. The first volume of the report provides background information, describes the conceptual model and methodology used in the study, and summarizes conclusions and recommendations. This volume contains reports on the case studies of the three paired systems. The pairs investigated were: (1) Harris University-District A; (2) Massachusetts College-District B; and (3) Dunfey University-District C. Each case study describes the paired institutions and their settings, explains the study methodology, describes projects studies in each paired system, provides a cross project analysis of the collaborative processes involved, analyzes the nature of roles/functions that evolved from the collaboration, and examines factors that contributed to program success. The case studies conclude with a discussion of the types of knowledge exchange that occurred within the pairing-sponsored projects. (Author/MJL)

ED215046 UD022203

Genova, William J.
Case Studies of Three Urban University-School Collaboratives Mandated for the Improvement of Educational Practice. Executive Summary.
TDR Associates, Inc., Newton, Mass.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date Oct 81
Contract No-400-79-0064
Note-18p.; For related documents, see UD 022 201-202.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*College School Cooperation; Community Involvement; *Cooperative Programs; Educational Cooperation; Educational Facilities Improvement; *Educational Improvement; Elementary Secondary Education; *Improvement Programs; *Information Utilization; Instructional Improvement; *Organizational Communication; Organizational Theories; Systems Analysis
Identifiers-*Boston Public Schools MA

This is the Executive Summary of a 1979-81 study of factors and conditions that affect the exchange and use of knowledge for school improvement in three collaborative systems in which a college/university was paired with one or more public schools in Boston, Massachussetts. The pairings were among 26 such collaborative arrangements mandated by court order in 1975 as part of Boston's desegregation program. This summary is based on a two-volume final report, Volume I being a cross case analysis based on case studies of the three systems contained in Volume II. The method used to examine how school improvement ideas are effectively put into practice through interorganizational collaboration focused on projects being implemented within each of the paired systems. Analysis showed that knowledge exchange/use for school improvement in these interorganizational systems was governed largely by an interaction of the systems' structural arrangements, their history and environment, interorganizational processes, and the hierarchy of needs and resources. The study found that knowledge flow was largely dependent on personal interaction rather than on written communication, and the predominant type of educational knowledge often exchanged was situational in nature, although there was also a flow of craft knowledge and research knowledge. (MJL)

ED215047 UD022204

Sanders, James R.; And Others

Research on Selection Methods and Programming for Advanced Black Students at the Secondary Level of Education. Final Report.

Shaker Heights City School District, OH.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date Sep 81
Grant-NIE-G-80-0189
Note-112p.; Funded by the Program of Research Grants on Desegregation.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Advanced Courses; *Black Students; Community Attitudes; Equal Education; High School Students; Low Achievement; *Racial Balance; Racial Integration; Secondary Education; *Selection; Social Influences; *Student Attitudes; *Student Placement; Teacher Attitudes
Identifiers-*Shaker Heights Schools OH

This research investigated the phenomenon of underrepresentation of blacks in advanced level secondary school courses in Shaker Heights, Ohio. Initial interviews revealed that the problem of racial imbalance in advanced level courses was not one of identifying black gifted youth or of offering attractive programs for them, but of black children choosing not to take demanding advanced course work. A comprehensive literature review and surveys among teachers, students, school personnel, parents, and residents in the Shaker Heights school district and in other school districts provided information on perceptions of the major problems in the advanced placement system, yielded suggestions for improving the system, and examined the factors thought to influence student selection of courses and curriculum. Among the variables identified as influential in black students' course selection were teacher, parent, counselor, and peer influence, student motivation, school success and failure, and lack of information about options. Exploration of educational interventions to correct racial imbalance in high level course enrollments provided several options for support and development programs, and indicated the need for a strong commitment to educational intervention strategies on the part of the local school board. (Author/MJL)

ED215048 UD022205

The Federal Response to Domestic Violence. A Report of the United States Commission on Civil Rights.

Mott-McDonald Associates, Inc., Washington, D.C.
Spons Agency-Commission on Civil Rights, Washington, D.C.
Pub Date Jan 82
Note-188p.
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-*Battered Women; Community Involvement; Employment; *Family Problems; *Federal Legislation; *Federal Programs; Financial Support; Health Needs; Housing Needs; Legal Aid; Needs Assessment; Organizational Development; *Public Policy; Social Services; Violence
Identifiers-Commission on Civil Rights

This report examines Federal government activities undertaken to support adult female victims of spouse abuse in 1979 and 1980, summarizes issues that must be resolved to improve national, State, and local responsiveness to the problems of spouse abuse, and suggests legislative, regulatory, and administrative changes. The needs of victims of domestic violence and of the organizations that serve them are assessed for the following areas: (1) housing; (2) social services; (3) financial; (4) legal; (5) physical and mental health; (6) employment and training; and (7) organizational development and management. Nineteen Federal Programs existing in 1979-80 are examined to determine their relevance, adequacy, and potential for meeting the identified needs, with emphasis on how current legislation and administrative policy enhance or inhibit the potentials of these programs to serve victims of domestic violence. Other Federal programs are briefly discussed to illustrate Federal resources available to State and local organizations for addressing the needs of battered women. Appended are an explanation of the methodology used in collecting the information in the report, and descriptions of the Federal programs studied.
(Author/MJL)

ED215049 UD022210

Shapira, R., Ed.; And Others

Residential Education in Israel. Report of the Israeli-American Seminar on "Out of School Education".

Ministry of Education and Culture, Jerusalem (Israel).
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date Jun 81
Note-182p.
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-*Boarding Schools; Compensatory Education; Disabilities; Disadvantaged Youth; *Educational History; Educational Objectives; Educational Theories; Foreign Countries; Institutional Characteristics; Program Implementation; Remedial Programs; Research Problems; *School Community Relationship; *School Organization; School Role; Secondary Education; Social Environment; Social Influences; *Socialization; *Student Characteristics; Youth Programs
Identifiers-*Israel; Social Theory

Issues and developments concerning the education of Israeli youth in residential schools are summarized in this report of a seminar which brought together educators from the United States and Israel. The first part of the report describes the residential school and gives its history as both part of a long tradition, and as it particularly evolved in the State of Israel. Other aspects of the residential school explored in this section are: (1) the wider social context for neighboring communities; (2) pupils' community of origin; (3) the organizations that own schools; (4) placement and supervisory organizations; (5) student population (presently consisting of youth, for the most part, from disadvantaged social groups); (6) the structure of the school, its role, ideology, and goals; and (7) the challenges that face residential schools. The second section summarizes the proceedings from the seminars. These papers examine selected issues in residential education or describe specific kinds of experiences in the operation of schools. An appendix covering facts and figures on formal and informal education in Israel concludes the report. (MJL)

ED215050 UD022216

Stoloff, David L.

Community Involvement in Ethnic Television.

Pub Date Mar 82
Note-22p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-24, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Attitudes; Audiences; *Commercial Television; *Community Influence; Cultural Activities; Cultural Influences; Economic Factors; *Ethnic Groups; *Programing (Broadcast); Social Influences; Television Surveys; *Television Viewing
Identifiers-California (Los Angeles)

Four television stations were studied and potential audiences surveyed in Los Angeles, California, to explore the extent of ethnic television, determine how its content reflects community influence, and examine viewers' attitudes toward ethnic television broadcasting. Fourteen ethnic oroups were represented in ethnic television during the year-long period of the study, with Spanish programs comprising the majority of ethnic broadcasts. Programs were imported from the native countries of specific ethnic groups or developed locally under the responsibility of ethnic consultants or private groups. The multiethnic orientation of stations was derived from station policy influenced by economic and cultural considerations. Commercial support, community interest, and stations' scheduling demands affected the amount and content of

broadcasts. Programs incorporated local affairs to promote ethnic involvement in broadcasts. Among ethnic group members interviewed, a third had watched programs designed for their groups, but less than three percent preferred such programming over general television fare. However, there appeared to be a demand for more ethnic programs. The data suggest that smaller scale television operations are more likely to involve the community. It is predicted that changes in the nature of ethnicity on television will continue with developments in general television production. (Author/MJL)

ED215051 UD022217

Fleming, Margaret; Zafirau, James

Grading Issues in a Desegregating System.

Pub Date 22 Mar 82

Note-130p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 22, 1982); some data in the Appendices may be marginally legible due to reproduction quality of original document.

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Academic Failure; *Attendance; Blacks; Correlation; *Desegregation Effects; Educational Environment; Grade Prediction; *Grade Repetition; *Grades (Scholastic); Grading; Literature Reviews; Performance Factors; Predictor Variables; Secondary Education; *Suspension; Whites

Identifiers-*Cleveland Public Schools OH

Grades awarded to secondary school students in the Cleveland (Ohio) public schools were analyzed to determine relationships between grades and selected school climate variables in a desegregated urban school district. Failures or F grades and schoolwide non-promotion rates were both related to rates of class attendance and school suspensions. Over three fourths of school failure rates was explained by the attendance rate, suggesting that improving school attendance may reduce failures. The proportion of white students in a school appeared to be a factor related to the failure rate; as the proportion of whites increased (numerically the minority), the failure rate decreased. This finding supports the argument for desegregation. Schools with high failure rates significantly differed from those with low failure rates on such variables as attendance rates, non-promotion rates for the total population, for blacks and for whites, reading test scores, the discrepancy between minority reading scores and white reading scores, suspension rates, average grades by subject, and percentage of each grade awarded. Results indicate a need to introduce changes, such as improvement of class attendance, maintenance of racial balance, and establishment of performance standards in these schools. (MJL)

ED215052 UD022218

Norris, Carol A.; Starrfield, Susan

Participation Levels by Ethnicity in School Activities: Preliminary Indicators.

Pub Date 18 Mar 82
Note-15p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 18, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Athletics; Blacks; *Clubs; *Extracurricular Activities; Hispanic Americans; Secondary Education; Socialization; *Student Attitudes; *Student Organizations; *Student Participation; Whites
Identifiers-Phoenix Union High School District AZ

High school students in Phoenix, Arizona, were surveyed to determine their perceptions of participation in school clubs and activities. Clubs/activities were categorized as being (1) athletic; (2) social; or (3) academic. Reasons given for joining certain clubs/activities conformed to expectations: students in athletic clubs joined to perform in athletics, academic club members joined to enhance knowledge, and social club members joined to socialize. Motivation for joining was generally based on internal rewards, particularly in academics. In general, athletics were male-dominated and selected leaders competitively, while social and academic groups were female dominated and selected leaders on a noncompetitive basis. Athletics emphasized group decisions while academic and social groups were oriented toward the individual. Athletic clubs were less democratic in management style than were academic and social clubs. Tasks within the various groups were not perceived as changing significantly from year to year. Social and athletic groups often held club meetings after school, while academic groups met during school hours and in school facilities. Parents of academic group members had higher levels of education than parents of social and athletic group members. The data suggest that social clubs/activities reflect traditional institutional opportunities and that students are socialized through participation in school activities in much the same manner as they are socialized in the scholastic setting. (Author/MJL)

ED215053 UD022223

Himmelfarb, Milton, Ed.; And Others

American Jewish Year Book, 1982: A Record of Events and Trends in American and World Jewish Life. Volume 82.

American Jewish Committee, New York, N.Y.; Jewish Publication Society of America, Philadelphia, PA.
Report No-ISBN-0-8276-0204-9
Pub Date 81
Note-453p.

Available from-American Jewish Committee, 165 East 56 Street, New York, NY 10022 ($23.50).
Document Not Available from EDRS.
Descriptors-*Demography; Family Structure; Foreign Countries; *History; *Jews; *Life Style; Organizations (Groups); Political Influences; *Political Issues; Religious Cultural Groups; Religious Factors; *Social Influences; Yearbooks

This 1982 yearbook reviews developments in areas of concern to Jews around the world. The volume features an essay that provides a comprehensive chronicle of American Jews from the perspectives of both Jewish history and American history. Developments in the United States are examined in articles that discuss civil and political issues that affect Jews in the United States, Israel and the Middle East; family and communal patterns of American Jews and Soviet Jews in the United States; and demographic trends among the Jewish American population. Jewish life around the world is described in a series of articles dealing with Canada, Israel, Great Britain, France, Germany, the Soviet Union, Poland, Hungary, Rumania, Israel, South Africa, and Australia. New estimates of the world Jewish population are provided. Also included are directories of national Jewish organizations, periodicals, and federations and welfare funds, as well as religious calendars and obituary notices. (Author/MJL)

ED215054 UD022225

Reynolds, William Bradford
The Future Direction of Correctional Services for Adult Offenders.
Department of Justice, Washington, D.C. Civil Rights Div.
Pub Date 6 Apr 82
Note-18p.; Speech presented before the Association of State Correctional Administrators at the F.B.I. Academy (Quantico, VA, April 6, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Civil Rights; *Correctional Institutions; *Facility Improvement; *Federal Legislation; Government Role; Prisoners; *Public Policy
Identifiers-*Civil Rights of Institutionalized Persons Act; *Department of Justice

These remarks by William Bradford Reynolds, Assistant Attorney General of the Justice Department's Civil Rights Division under the Reagan Administration, cover the Department's position on providing improved correctional services for adult offenders. Reynolds cites P.L. 96-247, the Civil Rights of Institutionalized Persons Act, as an important legal basis for implementing the Department's correctional activities. Reynolds asserts that, before the Department can act on complaints involving correctional facilities, sufficient evidence exists of basic and fundamental deprivations; the Act leaves no room for legal exploration of constitutional rights in otherwise unobjectionable

facilites. According to Reynolds, the Reagan administration supports a policy that both gives States the primary responsibility for correcting unconstitutional conditions in State institutions and emphasizes negotiation to correct problems before resorting to litigation. He illustrates litigation alternative with the case of Chapman v. Rhodes, which demonstrated that a complaint of overcrowding in a correctional facility should be determined in the context of overall conditions rather than judged an isolated factor. Finally, he discusses the Department policy on appropriate remedies for overcrowding in correctional facilities. (MJL)

ED215055 UD022226

Klein, Carol, Ed.; Sanders, Joseph, Ed.
Status Report on Programs and Projects (As of January 1, 1982).
North Carolina Univ., Chapel Hill. Frank Porter Graham Center.
Spons Agency-National Inst. of Child Health and Human Development (NIH), Bethesda, Md.
Pub Date [82]
Note-87p.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Adjustment (to Environment); *Child Development; *Child Development Centers; Demonstration Programs; *Developmental Programs; Disabilities; *Early Childhood Education; Elementary Education; Language Acquisition; Parent Participation; *Research Projects; Social Influences; Technical Assistance; Training
Identifiers-*Frank Porter Graham Center NC
This report summarizes programs and projects of the Frank Porter Graham Child Development Center, University of North Carolina at Chapel Hill. The report is organized in the following categories: (1) research; (2) demonstration and development; (3) outreach and training; (4) public policy analysis; and (5) support services and administration. Brief descriptions of specific programs within those categories are provided. Research programs include a longitudinal program consisting of several related projects to investigate the early development of basic abilities; programs of research on early education for the handicapped and learning disabled; health research projects; and family services research projects. Demonstration and development programs include early childhood education and curriculum development projects. Outreach and training programs are those concerned with the provision of technical and training assistance to child development programs. Public policy analysis is represented by a program to train graduate students and fellows in the application of social science knowledge to improve public policies that affect children and families. Support services and administration programs are the various administrative and management activities involved in the operation of the Center. (MJL)

ED215056 UD022227

Sciara, Frank J.

College Students Cope With Color.

Pub Date [78]
Note-12p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Blacks; *College Students; Females; Higher Education; Individual Characteristics; Males; *Racial Bias; *Student Attitudes; Teacher Attitudes; Whites

College students who were preparing for service-oriented careers as teachers, social workers, nurses, and probation officers, were studied to determine whether the students held prejudicial attitudes based on skin color. Photographs of blacks and Caucasians, matched so that paired persons were of the same racial group, sex, and age level, and through photographic underexposure such that the matched pairs differed in the intensity of their skin color, were shown to the college students. The students assigned predetermined positive or negative statements concerning intelligence, personality, and appearance, to either person of a matched pair. Results indicated that darkness of skin color did not appear to have as great an effect on the students' judgment of white girls (who were regarded in a positive way most often), black girls and white boys, as it did for black boys. Prejudice based on inherited physical characteristics such as darkness of skin, coupled with gender (male) bias, was offered as an explanation for the self-fulfilling prophecy of low or negative expectations for boys who are black. (MJL)

ED215057 UD022228

Lewallen, Sterling B.

Attitudes and Perceptions of Blacks toward Vocational Education.

Pub Date 78
Note-143p.; Ph.D. Dissertation, Colorado State University; some tables may be marginally legible due to small size type.
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Administrators; Attitude Measures; *Black Attitudes; *Black Employment; Blacks; Business; Parents; Secondary Education; Students; Teachers; *Vocational Education
Identifiers-Wichita Public Schools KS

The concern that few black students participate in secondary level vocational education programs prompted this study on the attitudes of black students, parents, teachers, and business owners/managers toward vocational education, and on differences in attitudes between the different categories of blacks investigated. Data were collected through questionnaires and interviews with subjects from Wichita, Kansas. Results indicated that: (1) attitudes of students and parents toward vocational education were not significantly different, but those between students and businessmen, students and teachers, parents and teachers, parents and businessmen, and businessmen and teachers, were significantly different; (2) teachers and businessmen attached more prestige to vocational education than did students and parents; (3) students, parents, and businessmen were more confident that vocational education prepares students for employment than were teachers; (4) parents and teachers were most opposed while students were least opposed to removing vocational education from the educational system; and (5) all groups agreed that participation in vocational education programs would significantly improve a black student's ability to find employment, that vocational education is as important as a college education, and that more vocational education opportunities should be made available to blacks. Recommendations for the Wichita Public Schools were formulated based upon the findings. (MJL)

ED215058 UD022229

Johnsen, E. P.; Tracy, D. B.

A Report on the Relationships among the How I See Myself Questionnaire, Behavior Rating Scales and Achievement.

Pub Date [82]
Note-28p.; Not available in paper copy due to authors' restrictions.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Academic Achievement; *Adjustment (to Environment); *Children; *Coping; Correlation; Grade 3; *Interpersonal Competence; Personality Traits; Primary Education; *Self Concept; Teacher Attitudes

Urban and rural third graders were studied to test the hypothesis that children's self-reported views of their ability to cope with the environment and their teacher's views of their performance patterns in adaptation and intrapersonal growth would have correlations with academic test performance. Teacher appraisals of adaptation covered dependency, ability to follow instructions, enthusiasm, and learning difficulties; appraisals of intrapersonal growth included happiness, response to illness, sociability, and maturity. Children's self-perceptions were measured on the How I Myself scale; teacher's evaluations of pupils were obtained through the Pupil Behavior Rating scale; and scores from the most recent achievement battery were derived from school records. There was a modest but consistent relationship between self-perception and achievement in that as difficulties were perceived and increased, academic achievement decreased. It could not be determined if this finding demonstrated a cause-effect relationship. For the most part, children rated high on adaptation (i.e. having difficulty in adapting to the school environment) or intrapersonal growth (i.e. displaying immature behavior or suffering frequent illness or depression) had consistently lower achievement scores. (MJL)

ED215059 UD022231

Keeton, Kato B.

Citizen Satisfaction with Public Service Delivery: A Comparative Study of Citywide vs. Subarea Analysis.

Pub Date Apr 82
Note-13p.; Paper presented at the Annual Conference of the Urban Affairs Association (Philadelphia, PA, April 14-17, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Community Satisfaction; *Data Analysis; *Delivery Systems; Information Needs; *Information Utilization; *Neighborhoods; Place of Residence; Policy Formation; *Services; Social Stratification; Urban Areas
Identifiers-*Delaware (Wilmington); Rational Decision Making

The facts that most public services are delivered by subarea and that subareas can be identified by the socioeconomic status of the residents, often lead to discrimination in service delivery based on the wealth or prestige of the subareas. It follows that citizen satisfaction with services delivered might vary from sector to sector within a city. A study of residents' satisfaction with trash collection and police service delivery in Wilmington, Delaware, indicates that analysis of data by subarea provides information on variations in citizen satisfaction that were not apparent when the data were analyzed on an aggregate, city-wide level. The study suggests that decision makers who formulate policy on the basis of data should be aware that analyzing data from different perspectives provides different types of information. Furthermore, the study implies that by collecting and analyzing public service data according to well-defined subareas rather than by considering data in the aggregate, policy makers can plan for appropriate service delivery measures that maintain or increase citizen satisfaction. (Author/MJL)

ED215060 UD022232

Brumberg, Stephan F.

Going to America, Going to School: The Immigrant-Public School Encounter in Turn-of-the-Century New York City. (A Work in Progress.)

Pub Date Feb 82

Note-75p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March, 1982).

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Acculturation; Adjustment (to Environment); Cultural Pluralism; Educational Attitudes; *Educational Change; Educational History; *Educational Objectives; Elementary Secondary Education; *Immigrants; *Jews; *Outcomes of Education; Political Influences; Public Education; School Role; Social Integration; Socioeconomic Influences; State Legislation; United States History

Identifiers-*New York (New York)

This paper explores the effects on both immigrants and schools of the historical encounter between New York City's public schools and East European Jewish immigrants to the city. The immigrants' background, their reasons for migrating, and the lifestyles that emerged from their efforts to adapt to American life are described. The paper examines the educational experiences and expectations that the Jews brought with them, the factors that influenced them to send their children to public schools in overwhelming numbers, and immigrant students' perceptions of how schools changed them. It is suggested that with the incorporation of numerous Jewish immigrants into the New York City public schools, the schools increasingly took on the task of social transformation to Americanize the alien poor, and in the prccess underwent transformation themselves by broadening their scope, becoming more practical in orientation, and reflecting a culture that encouraged public conformity but generally tolerated private diversity. Within that culture, immigrant Jews are perceived to have emerged as a diverse group, comprising some who cut all ties to the traditional community, others who sought reaffirmation of tradition, and still others who sought to synthesize the secular world of the schools and the spiritual world of their past. (Author/MJL)

ED215061 UD022233

Gray, Lynn H., Jr.; Deal, Terence E.

Stories as a Strategy for Improving Urban Schools: Toward the Creation of a "Functional We".

Pub Date Mar 82
Note-27p.; Paper prepared for the Annual Meeting of the American Educational Research Association (New York, NY, March, 1982).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Educational Environment; *Educational Improvement; Elementary Secondary Education; *Group Dynamics; *Group Experience; *Identification (Psychology); *Improvement Programs; Organizational Change; Urban Schools

The concept of a functional "we" in a school setting and the idea that people who make up a school community relate school experiences and interpret school phenomena in the form of organizational "stories" provide the theoretical bases for a model to initiate strategies for school development and improvement. The functional "we" concept refers to school community members' perceptions of and reference to themselves as part of a single collective organization versus their identification with specific subgroups of students, teachers, administrators, and parents. Many school communities are characterized by the existence of isolated subgroups in which each of the members may be said to be

"language/dialect-bonded," in that they share common perspectives, interests, responses, and behavior. The school stories that are told within the subgroups are limited by a group-based frame of reference and are usually fragmented. The fragments reinforce group isolation and mitigate against the emergence of a real school community "we," the collective identity without which no action for self-directed school improvement can take place. This collective identity may be created partially through a systematic and conscious process of shared storytelling from which clearly understood strategies for social improvement may emerge. (Author/MJL)

ED215062 UD022234

Emihovich, Catherine A.

The Color of Misbehaving: Two Case Studies of Deviant Boys in a Magnet School.

Pub Date 22 Mar 82
Note-22p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 22, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Behavior Standards; Blacks; Case Studies; Discipline; *Institutional Role; Kindergarten Children; Primary Education; Psychological Characteristics; *Racial Bias; *Racial Discrimination; Student Behavior; *Student Teacher Relationship; *Teacher Attitudes; Teacher Behavior; Whites

Case studies of a black boy and a white boy from a kindergarten class in a desegregated school examined the effects of teacher attitudes on students' conformity to classroom behavior norms. Both boys had been referred to the school psychologist by their teacher because of their disruptive classroom behavior. Information collected on the two boys included their family background, the psychologist's diagnosis and observations, and researcher observations of the boys' behavior and interactions with the teacher. The findings showed that the teacher appeared to perceive the boys differently, behaved differently toward them, and tended to direct more positive actions for behavior improvement toward the white boy. It was suggested that stricter controls were placed on the white boy's behavior with the expectation that he would eventually control himself. It was further stated that the black boy's behavior was allowed to escalate to the point of requiring special measures (a Learning Adjustment Class): the underlying expectation being that there was no point in controlling him because his status (race, socioeconomic background) conspired against him. It was further suggested that the differences in treatment were not an isolated example of personality clashes, but instead reflected institutional racism in the wider sociocultural context of the school, where standards of behavior are applied differently to white and black students. (Author/MJL)

ED215063 UD022235

Carsrud, Karen Banks; Burleson, Joseph A.

The Effect of Court-Ordered Desegregation on Minority Students' Achievement: There's No Place Like Home.

Pub Date Mar 82

Note-30p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March, 1982); for a related document, see ED 204 433.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Achievement Gains; Black Students; *Desegregation Methods; Elementary Secondary Education; Hispanic Americans; *Minority Group Children; Predictor Variables; *Racial Composition; *School Desegregation; Social Influences; *Student Placement; White Students

Identifiers-*Austin Independent School District TX

Previous research shows that school desegregation has had both positive and negative effects on students, and that desegregation effects have been variously determined by the type of desegregation, the desegregation methods used, and the region in which desegregation was implemented. A study of the effects of court-ordered desegregation on minority students in the Austin, Texas, Independent School District compared student achievement gains as a function of ethnic group (white, black, or Hispanic) and reassignment status (reassigned or nonreassigned) of urban school children in grades two through eight. Results indicated that in five out of seven grade levels, reassigned minority students made smaller gains in both reading and mathematics than their nonreassigned peers. In contrast, reassigned white students gained more than their nonreassigned peers in five out of seven levels in mathematics and in four out of seven levels in reading. The findings suggest that the proportion of minority students in a class and the issues of white flight and culture shock may influence differential achievement gains among students. It is further suggested that massive busing of either white or minority students may not be the most efficient way to enhance minority student achievement. (Author/MJL)

ED215064 UD022236

Webb, Michael Brian

Disadvantaged Minorities and the Arts.

Pub Date Apr 82
Note-14p.; Paper presented at the Annual Conference of the National Association of Interdisciplinary and Ethnic Studies (10th, Santa Clara, CA, April 14-17, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Achievement; Aesthetic Education; Art Activities; *Art Education; *Cognitive Development; Cultural Influences; *Disadvantaged Youth; Elementary Secondary Education; *Improvement Programs; *Minority Group Children; Program Effectiveness; Psychological Characteristics; Reading Improvement; Research Needs

The inability of the schools to meet the educational needs of economically disadvantaged minority children has prompted efforts to identify alternatives to the traditional school curriculum. One such alternative emphasizes the use of the arts in developing basic academic skills. Research indicates that the arts can be used to develop perceptual skills which lead to complex and subtle views of reality that disadvantaged learners often fail to develop; that the arts can promote understanding of relationships basic to reading comprehension by providing opportunities for students to deal with abstractions; and that experience with the arts helps develop visual sophistication in disadvantaged students. In addition, motivation and enjoyment essential to learning are provided. Several educational programs in which arts activities have been integrated have demonstrated success in improving achievement and enhancing learning. Successful programs are generally characterized by the presence of an integrated curriculum, clearly defined objectives, teacher training, initial student assessment, an effective teacher-student ratio, sufficient time and facilities, and ongoing evaluation. While the growing body of research supports the significance of the arts in the education of the disadvantaged, other questions concerning the actual relationship between the arts and the dynamic forces in a school require further study. (Author/MJL)

ED215065 UD022241

Scully, Edwin E.

Urban Youth, Their Long-Term Employment Prognosis and Necessary Remedial and Corrective Action.

Pub Date 16 Apr 82

Note-11p.; Paper presented at the Annual Meeting of the Urban Affairs Association (Philadelphia, PA, April 16, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Community Involvement; *Disadvantaged Youth; Economic Factors; *Employment Programs; *Institutional Role; Policy Formation; Remedial Programs; School Role; Secondary Education; *Unemployment; Urban Youth; Vocational Education; *Youth Programs

The problem of urban youth unemployment demands that instead of endless policy formulation, more efforts be put into actual problem solving strategies. The failure of government programs to reduce youth unemployment calls for the involvement of community based organizations and various educational agencies in solving the problem. Solutions must address such reasons for youth unemployment as the lack of marketable job skills and the inadequacy of mathematics and communication skills among employable youth. Community organizations, local school districts,

and even the higher education agencies can help by providing youth employment and training programs and vocational/technical, remedial, and preparatory courses to prepare participants for entry into jobs. Provisions for remedial skills development programs are currently being proposed in two Congressional bills designed to serve those who show potential for success. However, initiatives are needed that target the functional illiterates, the socially disadvantaged, and the hard-core unemployed, and action oriented strategies are needed to help unemployed youth overcome educational or attitudinal deficits hindering their participation in meaningful work, in skills training, or in higher education. (Author/MJL)

ED215066 UD022243

Davis, Chuck
P.A.C. Planner's Workbook. E.S.E.A. Title I. Revised.
Phoenix Union High School District, Ariz.
Spons Agency-Office of Elementary and Secondary Education (ED), Washington, D.C.
Pub Date Sep 81
Note-95p.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Elementary Secondary Education; Federal Legislation; *Federal Programs; *Parent Associations; *Parent Participation; *Parent School Relationship; *Program Development; *Program Implementation
Identifiers-Elementary Secondary Education Act Title I; *Parent Advisory Councils; Phoenix Union High School District AZ; Public Law 95 561
This workbook provides information and guidelines for planning and operating Parent Advisory Councils (P.A.C.s) provided for under the Elementary and Secondary Education Act Title I. The first part of the workbook, which was prepared for P.A.C. planners in the Phoenix, Arizona, Union High School District, is a month-by-month guide to P.A.C. operations over a year, and consists of suggestions for meeting agenda and planning checklists for council meetings. The second part contains information on Federal, State, and district requirements and policies for parent involvement in the Title I program. The information provided includes procedures and suggestions for P.A.C. organization, membership, leadership, organizational communications, planning meetings, training, expenditures, and evaluation. (Author/MJL)

ED215067 UD022246

Title I Children's Program: Learning to Read through the Arts. Final Evaluation Report, 1980-1981.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Spons Agency-Department of Education, Washington, D.C.
Pub Date [81]
Note-44p.; For a related document, see ED 189 238. Prepared by the Ancillary Services Evaluation Unit.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Academic Achievement; Aesthetic Education; *Art Education; Compensatory Education; Disadvantaged Youth; Educational Cooperation; Elementary Education; *Integrated Activities; *Program Effectiveness; Program Evaluation; Reading Difficulties; *Reading Programs
Identifiers-Elementary Secondary Education Act Title I; *Learning to Read Through the Arts Program; National Diffusion Network; New York City Board of Education

This is a 1980-81 evaluation report on Learning to Read Through the Arts (L.T.R.T.A.), a Title I Children's Program in place in the New York City Public Schools. The program, which offered intensive individualized reading instruction through the integration of a total arts program with a total reading program, served elementary school children, including some special education students, who were reading at least 1 year below grade level. The report presents the results of program evaluation in four components: (1) assessment of reading achievement of 1,066 regular students; (2) assessment of reading achievement of 94 special education students; (3) assessment of communications efforts between L.T.R.T.A. program staff and teachers in students' sending classes; and (4) analysis of the impact of the L.T.R.T.A. program's involvement in the National Diffusion Network (NDN), a system supported by the U.S. Department of Education to provide assistance to educational programs in materials acquisition and in the incorporation of improved practices in programs. Descriptions of programs and recommendations based on evaluation results are presented. (Author/MJL)

ED215068 UD022247

William H. Taft High School Project Adelante. E.S.E.A. Title VII. Final Evaluation Report, 1980-1981.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Spons Agency-Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.
Pub Date [81]
Grant-G008006585
Note-68p.; Some tables may be marginally legible due to small size type. Prepared by the Bilingual Education Evaluation Unit.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Academic Achievement; *Bilingual Education; *English (Second Language); Hispanic Americans; Parent Participation; Program Design; *Program Effectiveness; Program Evaluation; Secondary Education; Self Concept; Socioeconomic Status; *Spanish Speaking; Staff Development; Student Characteristics; Student Placement
Identifiers-Elementary Secondary Education Act Title VII; *Limited English Speaking; New York City Board of Education

This report presents a description and the results of evaluation of Project Adelante at William H. Taft High School in New York City during 1980-81. The project, which was funded under Title VII of the Elementary Secondary Education Act, provided instruction in English as a Second Language, Spanish language skills, and bilingual instruction in science, mathematics, and social studies to high school students of limited English proficiency. Included in the report are descriptions of the ethnic composition, population characteristics, and socioeconomic conditions of the area in which the school is located; an enumeration of student characteristics; and discussions of program philosophy, organization, funding, goals/objectives, student placement procedures, instructional offerings, curriculum and materials, supportive services, staff development, and parental involvement. Participating students' self-concepts are also examined. The program evaluation covers the evaluation procedures: findings on the extent of students' English language development; growth in mastery of Spanish; achievement in mathematics, social studies, and science; and data on attendance. Recommendations for program improvement are presented. (Author/MJL)

ED215069 UD022248

John Jay High School Project "Rescate." E.S.E.A. Title VII. Final Evaluation Report, 1980-1981.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Pub Date [81]
Grant-G008006387
Note-107p.; For related documents, see ED 138 692-693, and ED 193 404. Prepared by the Bilingual Education Evaluation Unit.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Academic Achievement; *Bilingual Education; *English (Second Language); Ethnic Groups; Haitians; Hispanic Americans; Italian Americans; *Native Language Instruction; Portuguese Americans; *Program Effectiveness; Program Evaluation; Secondary Education; Spanish Speaking; Student Characteristics
Identifiers-Elementary Secondary Education Act Title VII; *Limited English Speaking; New York City Board of Education

This report describes and presents 1980-81 evaluation results for Project Rescate at John Jay High School in New York City. The project, which was funded under Title VII of the Elementary Secondary Education Act, provided instruction in English as a Second Language and in native language skills for limited proficient students. Bilingual instruction in science, mathematics, and social studies was provided for Spanish speaking students, while those from French Creole (Haitian), Italian, or Portuguese backgrounds were placed in mainstream classes for content area instruction, but were eligible for tutorial support through the bilingual program. Some students whose dominant language was English were involved in the program to facilitate social integration. The report describes the setting in which the program was carried out; student characteristics; program history, funding, organization, goals and objectives; instructional content and procedures; strategies to avoid participant dropouts; curriculum development; staff development; and parent/community involvement. Student response to the program is determined by examining students' attendance, participation in extracurricular activities, achievement of honors/awards, post-graduation plans, and general behavior patterns. Evaluation results presented include student achievement in English language development; growth in mastery of their native language; achievement in mathematics, social studies, science, and native language arts; and student attendance rates. Recommendations for program improvement are included. (Author/MJL)

ED215070 UD022249

Project Parents: Awareness, Education, Involvement Program. E.S.E.A. Title VII. Final Evaluation Report, 1980-1981.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Spons Agency-Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.
Pub Date [81]
Grant-G008007040
Note-42p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Bilingual Education; Elementary Education; English (Second Language); Ethnic Groups; Greek Americans; Hispanic Americans; *Parent Education; *Parent Participation; *Parent School Relationship; Participant Characteristics; *Program Effectiveness; Program Evaluation; Socioeconomic Status; *Spanish Speaking
Identifiers-Elementary Secondary Education Act Title VII; *Limited English Speaking; New York City Board of Education

This report describes the Project Parents Program of the Office of Bilingual Education in the New York City Public Schools. The project, developed for parents with children in, or eligible for, bilingual education programs, provided reinforcement of education in the home and encouraged parental involvement in their children's schooling. The report describes the community school districts participating in the program, outlines the characteristics of program participants, and discusses program components such as staffing, the details of implementation, the insturctional component which consists of classroom instruction and workshops, materials acquisition/development, and staff development. Process evaluation indicates that the project seems conceptually well-grounded and potentially able to train parents in becoming involved in bilingual education programs for their children. Recommendations for greater program effectiveness and for program evaluation are presented. Appendices contain sample program materials in Spanish or in English. (Author/MJL)

ED215071 UD022250

John Bowne High School Basic Bilingual Program. E.S.E.A. Title VII. Final Evaluation Report, 1980-1981.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Spons Agency-Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.
Pub Date [81]
Grant-G007604867
Note-57p.; For related documents, see ED 191 181 and ED 205 660.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Academic Achievement; *Bilingual Education; *English (Second Language); High Schools; Hispanic Americans; Language Proficiency; *Program Effectiveness; Program Evaluation; *Spanish Speaking; Student Attitudes; Student Characteristics
Identifiers-Elementary Secondary Education Act Title VII; *Limited English Speaking; New York City Public Schools

Presented in this report are a program description and the results of evaluation of the Basic Bilingual Program implemented at John Bowne High School in New York City during 1980-81. The program provided instruction in English as a Second Language, instruction in Spanish language skills, and bilingual instruction to high school students of limited English proficiency. The report describes the project context and student characteristics, and discusses the program philosophy, organizational structure, student placement, instructional program, funding and personnel, staff development, curriculum development, supportive services, and parent/community involvement. Patterns of student attendance, student behavior, plans for further education, and participation in extracurricular activities are examined as indicators of students' attitudes toward the program. Results of evaluation of student achievement in English, Spanish, mathematics, social studies, science, and business education are provided. Evaluation suggests that the program was generally effective, and the report identifies factors responsible for program success. Recommendations to ensure program continuity after the termination of Title VII funding are presented. (MJL)

ED215072 UD022251

Bilingual Pupil Services. E.S.E.A. Title I. Final Evaluation Report, 1980-1981.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Spons Agency-Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.
Pub Date [81]
Grant-30-00-00-01-00-00
Note-80p.; For related documents, see ED 135 921 and ED 137 452.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Bilingual Education; Compensatory Education; Disadvantaged Youth; Elementary Education; English (Second Language); Hispanic Americans; *Language Proficiency; *Mathematics Achievement; *Program Effectiveness; Program Evaluation; *Reading Achievement; *Spanish Speaking
Identifiers-Elementary Secondary Education Act Title I; *Limited English Speaking; New York City Public Schools

This report describes the Bilingual Pupil Services project (B.P.S.) which provided basic instruction in English reading, Spanish reading, and mathematics to Spanish-speaking students of limited English proficiency in New York City community schools. Also presented are the results of program evaluation for 1980-81. The report outlines the project goals and objectives, describes the project context, and discusses such program components as organization and personnel, instructional procedures and activities, staff development, curriculum and materials development, and parental involvement. A summary of interviews with paraprofessionals who were trained to serve in the program and with some supervising principals is presented. The report on program evaluation includes a description of assessment procedures, the findings on students achievement in English reading, Spanish reading, and mathematics, and data on student attendance rates. It is reported that the program was generally effective, but it is suggested that even greater student gains would be demonstrated if new testing instruments, which are congruent with actual curriculum content, were to be employed. (Author/MJL)

A Posteriori Index
On Building an A-Posteriori Index from Survey Data: A Case for Educational Planners' Assessment of Attitudes towards an Educational Innovation.
ED 214 964

Abbreviations
Abbreviations: Their Effects on Comprehension of Classified Advertisements.
ED 214 108
Medical Terminology: Latin Words/Abbreviations; Special Signs and Symbols. Health Occupations Education Module.
ED 213 963

Ability Grouping
Instructional Grouping: Ability Grouping. Research on School Effectiveness Project: Topic Summary Report.
ED 214 704
Tracking Policies and Practices: School By School Summaries. A Study of Schooling in the United States. Technical Report Series, No. 25.
ED 214 893

Aboriginal People
Integrated and Early Childhood Education: Preparation for Social Development. Summary Theme C: Alternatives in Training and Implications for Self-Help.
ED 214 688

Absenteeism (Employees)
Update on Teacher Absenteeism.
ED 214 257
You Can't Afford for Teachers to Be Out, So Take These Steps Now to Stop Absenteeism.
ED 214 233

Abstracts
Resources in Education (RIE). Volume 17, Number 8.
ED 213 817

Academic Ability
Gender Differences in Solving Mathematics Problems among Two-Year College Studerts in a Developmental Algebra Class and Related Factors.
ED 214 602
Teacher Perceived Sources of Influence on What is Taught in Subject Areas. A Study of Schooling in the United States. Technical Report Series, No. 15.
ED 214 885

Academic Achievement
Academic Engaged Time and Its Relationship to Learning: A Review of the Literature.
ED 214 930
Age of Admission and Trends in Achievement: A Comparison of Blacks and Whites.

ED 215 034
Bienvenido Bilingual Education Project: End of Year Report, Fiscal Year 1981.

ED 215 024
Career and Education Patterns of Rural Women.

ED 214 725
A Cause for National Pause: Title I Schoolwide Projects.

ED 214 996
Class Size. Research on School Effectiveness Project: Topic Summary Report.

ED 214 705
Colorado's Alternative School Calendar Program and the Four Day Week.

ED 214 719
Computer-Assisted Instruction. Research on School Effectiveness Project: Topic Summary Report.

ED 214 707
Cross-Cultural Patterns in Achievement Motivation: Ethnic Group and Sex Comparisons in Fiji.

ED 214 058
Disadvantaged Minorities and the Arts.

ED 215 064
Evaluation of Preschool Experiences and Their Relationship to First Grade Basic Skills Achievement in the Greenwood Public Schools.

ED 214 665
Evaluation of the 1979-80 Title-I Migrant Tutoring Program.

ED 214 746
The Graying of the College Classroom: Impact of Older People as Peers in the Classroom on Attitudes and on Performance of Undergraduates.

ED 213 885
The Influence of Student Characteristics on Absentee Patterns: Ninth Graders, 1979-80.

ED 215 019
Instructional Grouping: Ability Grouping. Research on School Effectiveness Project: Topic Summary Report.

ED 214 704
Instructional Grouping: Group Size. Research on School Effectiveness Project: Topic Summary Report.

ED 214 703
John Bowne High School Basic Bilingual Program. E.S.E.A. Title VII. Final Evaluation Report, 1980-1981.

ED 215 071
John Jay High School Project "Rescate." E.S.E.A. Title VII. Final Evaluation Report, 1980-1981.

ED 215 069
Manitoba Mathematics Assessment Program, 1981. Final Report.

ED 214 801
The Mediating Role of Principals' Situational Favorableness on School Effectiveness in Lebanon.

ED 214 298

Medical Students and Faculty Perceptions of Importance of Academic Milestones and Markers.

ED 214 467

Mexican-American and Anglo-American Student Perceptions of the Learning Environment of the Classroom. A Study of Schooling in the United States. Technical Report Series, No. 22.

ED 214 890

Migratory Status and School Achievement: Analysis of Critical Mediating Variables.

ED 214 721

Oklahoma Annual Migrant Evaluation Report, Title I. 1981.

ED 214 722

Parent Participation. Research on School Effectiveness Project: Topic Summary Project.

ED 214 701

The Principal as Instructional Leader. Research on School Effectiveness Project: Topic Summary Report.

ED 214 702

A Report on the Oregon Consortium for Student Success.

ED 214 585

A Report on the Relationships among the How I See Myself Questionnaire, Behavior Rating Scales and Achievement.

ED 215 058

School Culture and Academic Achievement: A Cross-gender, Cross-cultural Study.

ED 214 307

Students' Perceptions of Differential Treatment in the Classroom.

ED 214 980

Teaching Decimal Math with Calculators.

ED 214 290//

Time Factors in Learning. Research on School Effectiveness Project: Topic Summary Report.

ED 214 706

Title I Children's Program: Learning to Read through the Arts. Final Evaluation Report, 1980-1981.

ED 215 067

What Opportunities Are There for Parents to Be Educators? Proceedings of a Research Area Planning Conference (Washington, DC, December 10-11, 1979).

ED 214 643

William H. Taft High School Project Adelante. E.S.E.A. Title VII. Final Evaluation Report, 1980-1981.

ED 215 068

Academic Advising

Academic Advisors: The Boundary Spanners.

ED 214 481

Academic Aptitude

Basic Writers Perceive the Process of Composing.
ED 214 188

The Effect of the States of Prior Knowledge on Question Answering.
ED 214 121

Inter-Relationships between Self-Estimates of Aptitudes and Tested Abilities on the GATB.
ED 214 962

Academic Aspiration

Baruch College Annual Freshman Survey, Fall 1980.
ED 214 459

Career and Education Patterns of Rural Women.
ED 214 725

Effects of Postsecondary Experiences on Aspirations, Attitudes, and Self-Conceptions.
ED 214 430

The Grade Nine Student Survey: Fall 1980.
ED 214 965

Academic Education

Tracking Policies and Practices: School By School Summaries. A Study of Schooling in the United States. Technical Report Series, No. 25.
ED 214 893

Academic Failure

Grading Issues in a Desegregating System.
ED 215 051

Academic Libraries

International Federation of Library Associations Annual Conference Papers. General Research Libraries Division: University Libraries Section (47th, Leipzig, East Germany, August 17-22, 1981).
ED 214 511

Internships and Job Exchanges: Internships in ARL Libraries. SPEC Kit No. 79.
ED 214 535

Online Bibliographic Search Services. SPEC Kit No. 76.
ED 214 536

Publication Activity of Academic Library Directors.
ED 214 505

Report of the Task Force on Reorganization. Paley Library.
ED 214 493

User Surveys and Evaluation of Library Services. SPEC Kit #71.
ED 214 541

Academic Persistence

The Commission on the Higher Education of Minorities. Final Report.
ED 214 457

Evaluation of the Special Services for Disadvantaged Students (SSDS) Program: 1979-80 Academic Year.
ED 214 412

Identifying Low Income, Minority, Gifted and Talented Youngsters.
ED 214 328

The UCLA Community College Student Survey Project.
ED 214 547

Academic Program Evaluation Project
Evaluating Student and Program Performance: A Faculty Perspective.
ED 214 992

Academic Rank (Professional)
The Status of Librarians in ARL Libraries: An Overview. SPEC Kit 061.
ED 214 539

Academic Standards
Academic Standards Task Force Report.
ED 214 597

An Analysis of the Relationship between the First Semester Grade Point Average and the State Board Nursing Scores of Vermont College Graduates.
ED 214 572

The Development of Standards to Ensure the Competency of Physician Assistants. Volume I of V: Summary Report. Final Report, July 1, 1976-August 14, 1979.
ED 213 916

The Image and Reputation of General College: A Survey of the University Community.
ED 214 475

Preparing Students for College: The Need for Quality. Issues In Higher Education.
ED 214 488

Academically Gifted
Behavioral Characteristics of Gifted Navajo Students as Correlated with Intellectual Ability and Creativity.
ED 214 713

Educating Verbally Gifted Youth. Fastback 176.
ED 214 160

Exceptional Students: Exceptional Needs.
ED 214 291//

Skill Patterns of Precocious Readers.
ED 214 133

Teacher Response to Gifted Middle School Students.
ED 214 284//

Access to Education
Access to Higher Education in Europe.
ED 214 411

The Commission on the Higher Education of Minorities. Final Report.
ED 214 457

The Open University of the United Kingdom. Implementation of Higher Education Reforms.
ED 214 418

Accessibility (for Disabled)
Accessible Transit: A Survey of the Riders of Wheelchair-Accessible Buses at the University of Minnesota.

ED 214 476

Accident Prevention

Overcurrent and Electrical Shock Protection. Module SH-31. Safety and Health.

ED 213 865

Pennsylvania Industrial Arts Safety Guide. Second Edition.

ED 213 953

Safe Operation of Commercial Vehicles. Module SH-18. Safety and Health.

ED 213 852

Safety Guards for Machinery. Module SH-34. Safety and Health.

ED 213 868

Safe Use of Powered Industrial Trucks. Module SH-42. Safety and Health.

ED 213 876

Statement of Goals and Purposes: Earliest Learning Materials and Safety Education.

ED 214 128

Accountability

Accountability in Education: A Recurring Concept.

ED 214 269

Counselor Accountability Model of Grossmont College: A Working Paper.

ED 214 581

Making the Public Schools Work: Urban Education in the '80s. FOCUS 9.

ED 215 033

The Management of Quality in Further Education: A Report on the Proceedings of the AVPC Autumn General Meeting, (Berkshire, England, 20 November 1981).

ED 214 437

Planning and Evaluation Information in the Office of Student Affairs: Review and Recommendations. A Report of the OSA Task Force on Research and Planning Information.

ED 214 473

Accreditation (Institutions)

The Development of Standards to Ensure the Competency of Physician Assistants. Volume I of V: Summary Report. Final Report, July 1, 1976-August 14, 1979.

ED 213 916

The Development of Standards to Ensure the Competency of Physician Assistants. Volume V of V: The Design of a System of Accreditation and Maintenance of a Roster of CME Programs for Physician Assistants. Final Report, July 1, 1976-August 14, 1979.

ED 213 920

Report to the Utah State Board of Education on the Teacher Education Programs at Utah State University.

ED 214 928

Accrediting Agencies

Drug Program Report: Credentialing.

ED 214 036

Acculturation

Comparative Studies of Cognitive Styles: Implications for the Education of Immigrant Students.

ED 215 009

Going to America, Going to School: The Immigrant-Public School Encounter in Turn-of-the-Century New York City. (A Work in Progress.)

ED 215 060

The Little White School House: The Impact of Progressive Reform on the Social and Educational Policy of the United States Indian Service and Bureau of Indian Affairs, 1895-1940.
ED 214 712

Social Adaptation of Refugees. A Guide for Service Providers.
ED 214 404

A Study on Variables Related to Behavior Patterns of Cultural Adjustment and Mental Health Delivery System Utilization for Korean-American.
ED 215 016

Achievement

Fear of Success and Achievement Anxiety in Reentry Versus Non-Reentry Women.
ED 214 479

Achievement Gains

A Comparison of College Freshman Achievement in Remedial English Courses and in Freshman Composition Courses at a Two-Year College.
ED 214 615

Desegregation Report: 1981.
ED 215 022

The Effect of Court-Ordered Desegregation on Minority Students' Achievement: There's No Place Like Home.
ED 215 063

Evaluation Report: ESEA Title I Projects, Fiscal Year 1981.
ED 215 023

The Promotional Gates Program: Mid-Year Assessment and Analysis of January, 1982 Test Results. Evaluation Report.
ED 215 011

Title I, Today: A Factbook. A Descriptive Summary of Title I (Financial Assistance to Meet Special Educational Needs of Children) of the Elementary and Secondary Education Act.
ED 215 042

Achievement Need

Cross-Cultural Patterns in Achievement Motivation: Ethnic Group and Sex Comparisons in Fiji.
ED 214 058

Achievement Rating

The Inventory of Documented Accomplishments for Graduate Admissions: Results of a Field Trial Study of Its Reliability, Short-Term Correlates, and Evaluation.
ED 214 940

Achievement Tests

A Study of the Construct Validity of Six Vocational Achievement Tests in the Ohio Vocational Education Achievement Test Program.
ED 213 930

Test Use in Schools. Studies in Measurement and Methodology, Work Unit 4.
ED 214 951

Validation of the New Jersey College Basic Skills Placement Test.
ED 214 945

Action Research
Assessing a Controversial In-Service Program: An Action Research Approach.
ED 214 971

Activity Units
The Hamook Book: Activities for Learning About the Northwest Coast Indians.
ED 214 720

Once Upon a Springtime: Kindergarten Science Experiences to Enhance Reading Readiness.
ED 214 683

Addition
Kindergarten and First-Grade Children's Strategies for Solving Addition and Subtraction Problems in Abstract and Verbal Problem Contexts. Report from the Program on Studies in Mathematics. Technical Report No. 583.
ED 214 652

Adjustment (to Environment)
Expectancy Climate and School Effectiveness.
ED 214 246

The Louise Child Care Center's Infant/Toddler Research Program: Longitudinal Behavioral Observation of Infants' Responses to Separation and Reunion in the Day Care Environment.
ED 214 628//

A Report on the Relationships among the How I See Myself Questionnaire, Behavior Rating Scales and Achievement.
ED 215 058

Structural Coupling in Schools.
ED 214 247

A Study of Openness to New Experiences of Middle School Teachers as Compared to Elementary and Secondary Teachers.
ED 214 274//

A Study on Variables Related to Behavior Patterns of Cultural Adjustment and Mental Health Delivery System Utilization for Korean-American.
ED 215 016

Administration
Management Review of Evaluation Practice.
ED 214 983

Resource Allocation and Evaluation Model for Providing Services to the Multiply Handicapped in the Bergen County Special Services School District.
ED 214 335

Administrative Change
Organization Development: Change Strategies. New Directions for Community Colleges, Number 37.
ED 214 594

Administrative Organization
Administrative Style and Organizational Climate in Junior High and Middle Schools.
ED 214 289//

Cluster Analysis as a Basis for Treatment Program Organization.
ED 214 356

Community Education, Arizona Style. A First Year Overview for the New Coordinator.
ED 213 981

Organizational Aspects of University Management in the 1980s. Report of a CAUBO Special Project on the Examination of Alternative University Organizational Structures.
ED 214 427

Personnel Administration in Higher Education. Handbook of Faculty and Staff Personnel Practices.
ED 214 417//

Report of the Task Force on Reorganization. Paley Library.
ED 214 493

A View of Work Flow in an Administrative System: The Case of Routine and Non-Routine Work.
ED 214 311

Who's on Second: Report of a CAUBO Special Project on the Examination of Alternative University Organizational Structures.
ED 214 428

Administrative Policy

Integrated and Early Childhood Education: Preparation for Social Development. Summary Theme C: Alternatives in Training and Implications for Self-Help.
ED 214 688

Redirecting Higher Education in a Time of Budget Reduction. Issues in Higher Education.
ED 214 486

Administrator Attitudes

Career Development of Male and Female Elementary Principals in a Southwest School District.
ED 214 255

Comparison of Governance Effectiveness of Appointed and Elected Boards of Education/Trustees.
ED 214 559

The Management and Administration of Instructional Supervision.
ED 214 305

Management Attitudes toward Productivity.
ED 213 922//

Newark Teacher Center Principals' Survey. Analysis and Report.
ED 214 870

PLATO in the Community College: Students, Faculty and Administrators Speak Out.
ED 214 549

Principals' Attitudes about the Characteristics and Functions of the Middle School.
ED 214 276//

Administrator Characteristics
Selected Characteristics of Full-Time Professional Staff; Community Colleges, Fall 1981.
ED 214 567

Administrator Education
New Approaches for Improving the Managerial Capacity of Post-Secondary Institutions.
ED 214 477

Supporting Innovations in Education: Preparing Administrators, Supervisors and Other Key Personnel. Report of a Technical Working Group Meeting (Seoul, South Korea, September 29-October 11, 1980).
ED 214 229

Training of the School Administrator: State of the Art. An Occasional Paper.
ED 214 253

Administrator Evaluation
Comparison of Governance Effectiveness of Appointed and Elected Boards of Education/Trustees.
ED 214 559

Executive Review in ARL Libraries. SPEC Kit #72.
ED 214 532

Methodological Considerations in Studies of Effective Principals.
ED 214 985

A Study of the Perceptions of Performance Skills of Middle School Principals by Selected Teachers and Principals.
ED 214 288//

Teacher and Administrator Evaluation. Bibliographies in Education. No. 74.
ED 214 900

Administrator Qualifications
Publication Activity of Academic Library Directors.
ED 214 505

Requirements for Certification for Elementary Schools, Secondary Schools, Junior Colleges. Teachers, Counselors, Librarians, Administrators. Forty-seventh Edition, 1982-83.
ED 214 931//

Administrator Responsibility
On Implementing Court-Ordered School Desegregation: What Successful Elementary Principals Do.
ED 215 027

Administrator Role
Administrative Style and Organizational Climate in Junior High and Middle Schools.
ED 214 289//

An Approach to Inservice Education to Promote Outdoor Education as a Teaching Method in the Elementary School.
ED 214 740

Community Education, Arizona Style. A First Year Overview for the New Coordinator.
ED 213 981

The Managerial Behavior of Elementary School Principals.
ED 214 244

Methodological Considerations in Studies of Effective Principals.
ED 214 985

Negotiations and the Manager in Public Education. A Sourcebook for School Business Officials, School Board Members and Other School Administrators.
ED 214 230

On Implementing Court-Ordered School Desegregation: What Successful Elementary Principals Do.
ED 215 027

Organizational Aspects of University Management in the 1980s. Report of a CAUBO Special Project on the Examination of Alternative University Organizational Structures.
ED 214 427

Program Assessment Guide for Public School Special Education Services to Visually Handicapped Students.
ED 214 343

A Study of the Perceptions of Performance Skills of Middle School Principals by Selected Teachers and Principals.
ED 214 288//

Supporting Innovations in Education: Preparing Administrators, Supervisors and Other Key Personnel. Report of a Technical Working Group Meeting (Seoul, South Korea, September 29-October 11, 1980).
ED 214 229

Using Administrative Tactics to Introduce Curriculum Innovation.
ED 214 310

A View of Work Flow in an Administrative System: The Case of Routine and Non-Routine Work.
ED 214 311

Who's on Second: Report of a CAUBO Special Project on the Examination of Alternative University Organizational Structures.
ED 214 428

Administrator Selection

Comparison of Governance Effectiveness of Appointed and Elected Boards of Education/Trustees.
ED 214 559

Administrators

Designing Writing Programs in Business and Industry.
ED 214 169

Fall 1980 Salary Survey for the Illinois Public Community Colleges.
ED 214 548

Publication Activity of Academic Library Directors.
ED 214 505

Strategies and Other Predictors for the Upward Career Mobility of Women in School Administration.
ED 214 296

A Wage and Salary Program Based on Position Evaluations for Administrative and Supervisory Personnel.
ED 214 231

Admission Criteria
The Inventory of Documented Accomplishments for Graduate Admissions: Results of a Field Trial Study of Its Reliability, Short-Term Correlates, and Evaluation.
ED 214 940

Preparing Students for College: The Need for Quality. Issues In Higher Education.
ED 214 488

A Study of Programs to Prepare Early Childhood Personnel.
ED 214 662

Adolescent Development
Adolescent Loneliness.
ED 214 081

Adolescent Literature
The Study and Teaching of Literature.
ED 214 185

Adolescent Parents
Early Intervention for High Risk Infants and Their Adolescent Mothers. Progress Report for Second Year, July 1, 1980-June 30, 1981.
ED 214 330

Adolescents
Family Relationships and Parenting Education: With Special Emphasis on Parenting. Instructor Material.
ED 214 088

Research on Substance Abuse: Alcohol, Drugs, Tobacco. Matrix No. 14.
ED 214 636

Roots of Traditional Personality Development Among the Zaramo in Coastal Tanzania.
ED 214 623//

The School Survey Approach in Determining Adolescent Alcohol and Drug Abuse.
ED 214 970

Adoption (Ideas)
Follow Through Resource Center: Community School 77. Final Evaluation Report, 1980-1981.
ED 215 021

Using Administrative Tactics to Introduce Curriculum Innovation.
ED 214 310

Adult Basic Education
Adult Basic Education for Non-English Speakers: A Bibliography.
ED 214 382

Assessment of Adult Basic Education Program Impact.
ED 213 947

A Guide for Planning, Organizing and Conducting an Adult Education Ceremony.
ED 214 714

Regional, Rural Home ABE Program Spells Impact.
ED 214 747

Adult Day Care
Chore Services. Course Outline.
ED 213 935

Adult Development
Midlife Women in Continuing Education: A Comparative Study.
ED 213 986
Personality and Accuracy of Retrospective Reports of Aging Women.
ED 214 065
Retrospective Reports of Aging Spouses of Past Events in Their Lives Together.
ED 214 064
Retrospective Reports of Important Personal Events by Aging Persons.
ED 214 063
That's What We Enjoyed in the Old Days: Retrospective Reports.
ED 214 066

Adult Education
Community Colleges in England and Wales.
ED 214 564//
The Green Chair Group. Predicting Distant Education in the Year 2001. Final Report.
ED 213 927
Older Persons in Small Business Project: Final Report.
ED 214 596
Teaching Adults!! Training Materials for Adult Education Staff Development.
ED 213 824

Adult Learning
Teaching Adults!! Training Materials for Adult Education Staff Development.
ED 213 824

Adult Literacy
Blue Ridge Technical College Adult Reading Project.
ED 214 145
A Reading and Writing Program Using Language-Experience Methodology Among Adult ESL Students in a Basic Education Program. Administrators/Instructors Manual.
ED 213 914
Thinking Is a Basic Skill: Creating Humanities Materials for the Adult New Reader.
ED 213 822

Adult Programs
Skyline Older Adult Program: A Developing Concept.
ED 214 622

Adult Reading Programs
Ethnographic Research on Word Recognition Strategies of Adult Beginning Readers: Summary Report.
ED 213 990

Adult Students
Continuing Education Students.
ED 214 590
Determining Educational Needs of AFL-CIO Union Members in Southeast Florida. A Report to the Board of Directors of the Southeast Florida Educational Consortium.
ED 214 455

The Graying of the College Classroom: Impact of Older People as Peers in the Classroom on Attitudes and on Performance of Undergraduates.
ED 213 885

Teaching Adults!! Training Materials for Adult Education Staff Development.
ED 213 824

Adult Vocational Education
Model for Identifying, Profiling, Recruiting, and Serving the Disadvantaged in Kentucky.
ED 213 936

Adults
Proceedings: National Meeting of Learning Disabled Adults (1st, April 30, 1980).
ED 214 339

Advanced Courses
Research on Selection Methods and Programming for Advanced Black Students at the Secondary Level of Education. Final Report.
ED 215 047

Advanced Placement Programs
Factors Related to Young Women's Persistence and Achievement in Advanced Placement Mathematics.
ED 214 798

Adventure Education
Outdoor Education: A Unique Experience for Student Teachers at U.N.B.'s Faculty of Education.
ED 214 739

Advertising
Teaching Global Awareness Using the Media, Grades 6-12, Global Awareness Series.
ED 214 839

Advisory Committees
How to Work Effectively with Alumni Boards.
ED 214 434

In Pursuit of Excellence: The Report of the Prichard Committee on Higher Education in Kentucky's Future to The Kentucky Council on Higher Education.
ED 214 442

Advocacy
Proceedings: National Meeting of Learning Disabled Adults (1st, April 30, 1980).
ED 214 339

Affective Behavior
Deaf-Blind Babies in Social Interaction: Questions of Maternal Adaptation.
ED 214 349

Affective Measures
Assessing Attitudinal Congruency: A Case for Absolute (As Well As Relative) Indices. A Study of Schooling in the United States. Technical Report Series, No. 12.
ED 214 882

Research into the Development of Affective Instruments in the Lansing School District. Final Report. Part 1: The Development of an Instrument to Measure the Effect of Counseling Services on Elementary Children in Grades Three through Six and Part 2: The Development of an Instrument to Measure the Effects of Counseling Services on Elementary Children in Grades One and Two.
ED 214 939

Affirmative Action
Affirmative Action to Employ Mentally Restored People.
ED 213 912

AFL CIO
Determining Educational Needs of AFL-CIO Union Members in Southeast Florida. A Report to the Board of Directors of the Southeast Florida Educational Consortium.
ED 214 455

Africa
African and Pacific Literature: A Comparative Study.
ED 215 036

Documentation Centre of the Association of African Universities.
ED 214 545

African Languages
A Reference Grammar of the Kanuri Language.
ED 214 369

African Literature
African and Pacific Literature: A Comparative Study.
ED 215 036

Age Differences
Adolescent Loneliness.
ED 214 081

Retirement Satisfaction: Is There a Young/Old Old/Old Difference?
ED 214 051

Retrospective Reports of Aging Spouses of Past Events in Their Lives Together.
ED 214 064

Retrospective Reports of Important Personal Events by Aging Persons.
ED 214 063

The Returning Student: Writing Anxiety and General Anxiety.
ED 214 558

That's What We Enjoyed in the Old Days: Retrospective Reports.
ED 214 066

Age Groups
Status of Day Care in Canada, 1980: A Review of the Major Findings of the National Day Care Study, 1980.
ED 214 666

Agencies
Developing Training Structures for Child Care Personnel: Comments on Almy's Paper.
ED 214 657

Agency Cooperation
Alcoholism and the Hispanic: A Mutual Concern El Alcoholismo y Los Hispanos Una Preocupacion Nacional. Proceedings of the National Hispanic Conference on Alcoholism (San Antonio, Texas, September 7-10, 1981).
ED 214 710

Consultant Report for The People's Republic of the Congo (November 5-December 8, 1981): The Results of a Workshop to Develop Nutrition Education Materials.
ED 214 731

Cooperative Occupational Preparation of the Handicapped. Exemplary Models.
ED 213 928

Job Placement in Employment and Training Programs. An Action Planning Guidebook.
ED 213 995

The Message Transferred. A Record of Data Feedback Procedures to Interested Agency Clienteles and County Citizens as Part of the Human Service Agencies' Collaboration in the Delivery of Services and Amenities to Rural Citizens in Clinton County, New York.
ED 214 728

Moving to an Interorganizational Context for Public School Education: A Case Study.

ED 214 248

Project REACH. A Rural Education Approach in a Consortium for Handicapped: A Comprehensive Service Model. 1980-1981, Final Evaluation Report.

ED 214 718

Transactions Among Partners.

ED 214 730

Transactive Planning as a Principia Media in Rural Planning Education.

ED 214 729

Agency for International Development

The Comparative Functionality of Formal and Non-formal Education for Women. Report on Phase I.

ED 214 807

Agency Role

Information Services Assessment Report: Indochinese Refugee Resettlement Program.

ED 215 003

Planning and Evaluation Information in the Office of Student Affairs: Review and Recommendations. A Report of the OSA Task Force on Research and Planning Information.

ED 214 473

Social Adaptation of Refugees. A Guide for Service Providers.

ED 214 404

Aging (Individuals)

Chore Services. Course Outline.

ED 213 935

Employment & Retirement: A Management-Labor Dialogue. Proceedings of an Industry Conference on Employment and Retirement; A Pre-White House Conference on Aging Activity (Annapolis, Maryland, May 18-20, 1980).

ED 213 929

Intergenerational Programming in Libraries: A Manual Based on the Experiences of the South Bay Cooperative Library System.

ED 214 528

Is Aging Stressful?

ED 214 085

The Life Cycle: A Suggested Annotated Bibliography of Twentieth-Century American Literature.

ED 213 886

Reminiscence and Its Relationship to the Psychological Adjustment of the Elderly.

ED 214 053

Aging Education

What's It Like to be Old?

ED 214 818

Agribusiness

Agribusiness Safety. Module SH-15. Safety and Health.

ED 213 849

Safety and Health for Agriculture and Agribusiness Operations. An

Instructor Resource Guide.
ED 213 828

Agricultural Chemical Occupations
Agricultural Chemical and Pesticide Hazards. Module SH-50. Safety and Health.
ED 213 884

Agricultural Education
Review and Synthesis of Research and Development in Technical Education in Community Colleges, 1978-1981.
ED 214 568

The Rural Education and Agriculture Program (REAP): Belize's New Approach to Rural Primary Education.
ED 214 744

Safety and Health for Agriculture and Agribusiness Operations. An Instructor Resource Guide.
ED 213 828

Agriculture
Development of Rural Leadership: Problems, Procedures, and Insights. Summary of an Impact Assessment of Public Affairs Leadership Programs Conducted in California, Michigan, Montana, and Pennsylvania and Executive Summary.
ED 214 748

Alabama
Alabama Course of Study. Physical Education. Bulletin 1981, No. 5.
ED 214 915

Alaska Research on School Effectiveness Project
Class Size. Research on School Effectiveness Project: Topic Summary Report.
ED 214 705

Computer-Assisted Instruction. Research on School Effectiveness Project: Topic Summary Report.
ED 214 707

Instructional Grouping: Ability Grouping. Research on School Effectiveness Project: Topic Summary Report.
ED 214 704

Instructional Grouping: Group Size. Research on School Effectiveness Project: Topic Summary Report.
ED 214 703

Native American Education. Topic Summary Report.
ED 214 700

Parent Participation. Research on School Effectiveness Project: Topic Summary Project.
ED 214 701

The Principal as Instructional Leader. Research on School Effectiveness Project: Topic Summary Report.
ED 214 702

Procedures for Research on School Effectiveness Project.
ED 214 699

Time Factors in Learning. Research on School Effectiveness Project: Topic Summary Report.
ED 214 706

Alberta
Report of the Task Force on School Counseling and Guidance in Alberta: Planning and Research.
ED 214 087

Alcoholism
Alcoholism and the Hispanic: A Mutual Concern El Alcoholismo y Los Hispanos Una Preocupacion Nacional. Proceedings of the National Hispanic Conference on Alcoholism (San Antonio, Texas, September 7-10, 1981).
ED 214 710

Research on Substance Abuse: Alcohol, Drugs, Tobacco. Matrix No. 14.
ED 214 636

The School Survey Approach in Determining Adolescent Alcohol and Drug Abuse.
ED 214 970

Lau vs. Nichols Implementation Study within the Alhambra City School District.
ED 214 295

Allied Health Occupations Education
The Circulatory System and Instructor's Guide: The Circulatory System. Health Occupations Education Module: Instructional Materials in Anatomy and Physiology for Pennsylvania Health Occupations Programs.
ED 213 964

Communication in Health Occupations: I General. Health Occupations Education Module.
ED 213 956

The Development of Standards to Ensure the Competency of Physician Assistants. Volume V of V: The Design of a System of Accreditation and Maintenance of a Roster of CME Programs for Physician Assistants. Final Report, July 1, 1976-August 14, 1979.
ED 213 920

The Endocrine System and Instructor's Guide: The Endocrine System. Health Occupations Education Module: Instructional Materials in Anatomy and Physiology for Pennsylvania Health Occupations Programs.
ED 213 969

The Genitourinary System and Instructor's Guide: The Genitourinary System. Health Occupations Education Module: Instructional Materials in Anatomy and Physiology for Pennsylvania Health Occupations Programs.
ED 213 968

Health Occupations Curriculum Guide, 1981. Vocational Education Curriculum Guide. Bulletin No. 1635.
ED 213 940

Health Occupations Education Module. Using the Module.

ED 213 955

Medical Terminology: Latin Words/Abbreviations; Special Signs and Symbols. Health Occupations Education Module.
ED 213 963

Medical Terminology: Prefixes. Health Occupations Education Module.
ED 213 960

Medical Terminology: Root Words. Health Occupations Education Module.
ED 213 959

Medical Terminology: Suffixes. Health Occupations Education Module.
ED 213 962

Medical Terminology: Using Some Common Prefixes, Suffixes, and Roots. Health Occupations Education Module.
ED 213 961

The Microscope: II Care and Use. Health Occupations Education Module.
ED 213 958

The Microscope: I Structure. Health Occupations Education Module.
ED 213 957

The Musculoskeletal System and Instructor's Guide: The Musculoskeletal System. Health Occupations Education Module: Instructional Materials in Anatomy and Physiology for Pennsylvania Health Occupations Programs.
ED 213 965

The Nervous System and Instructor's Guide: The Nervous System. Health Occupations Education Module: Instructional Materials in Anatomy and Physiology for Pennsylvania Health Occupations Programs.
ED 213 967

Operating Ratios and Institutional Characteristics Affecting the Responsiveness of Black Colleges and Universities to Professional Allied Health Programs.
ED 214 466

The Reproductive System and Instructor's Guide: The Reproductive System. Health Occupations Education Module. Instructional Materials in Anatomy and Physiology for Pennsylvania Health Occupations Programs.
ED 213 970

The Respiratory System and Instructor's Guide: The Respiratory System. Health Occupations Education Module: Instructional Materials in Anatomy and Physiology for Pennsylvania Health Occupations Programs.
ED 213 966

Review and Synthesis of Research and Development in Technical Education in Community Colleges, 1978-1981.
ED 214 568

Safety and Health for Allied Health Occupations. An Instructor Resource Guide.
ED 213 830

U. T. R. Unit Treatment Rehabilitation Program.
ED 214 600

Alumni Associations
How to Work Effectively with Alumni Boards.
ED 214 434

Alumni Relations
How to Work Effectively with Alumni Boards.
ED 214 434

Ambiguity
Conversational Processing: The Effects of Themes and Attention-Focusing Strategy on Comprehension, Recall Accuracy, and Uncertainty Reduction.
ED 214 216

American Association of State Colleges and Univs
Survey of AASCU Presidential Spouses: Myths and Realities.
ED 214 490

American Indian Culture
The American Indian Social Studies Curriculum Activity Guide, K-6.
ED 214 736

Native Americans in Oklahoma, K-6.
ED 214 723

American Indian Education
The American Indian Controlled Community College Movement.
ED 214 611

The American Indian Social Studies Curriculum Activity Guide, K-6.
ED 214 736

Behavioral Characteristics of Gifted Navajo Students as Correlated with Intellectual Ability and Creativity.
ED 214 713

The GLAD Project: Energizing Language.
ED 214 734

Improving Oral Language Skills for American Indian Secondary School Students.
ED 214 191

The Indian Family Foundation for the Future. Report of the National Indian Child Conference (3rd, Albuquerque, New Mexico, May 17-21, 1981).
ED 214 733

The Little White School House: The Impact of Progressive Reform on the Social and Educational Policy of the United States Indian Service and Bureau of Indian Affairs, 1895-1940.
ED 214 712

Native American Education. Topic Summary Report.
ED 214 700

The Navajo Culture and the Learning of Mathematics. Final Report.
ED 214 708

Papago Food Production and Nutrition Education Project.
ED 214 735

Rough Rock Demonstration School Basic Skills Improvement Project. Final Report.

ED 214 709

A Study of the Contributing Factors Relating to Why American Indian Students Drop Out of Or Graduate from Educational Programs at the University of North Dakota.
ED 214 737

What Shall Our Children Read? A Selected Bibliography of American Indian Literature for Young People.
ED 214 695

American Indian History
The American Indian Social Studies Curriculum Activity Guide, K-6.
ED 214 736

Indian Tribes: A Continuing Quest for Survival. A Report of the United States Commission on Civil Rights.
ED 214 711

Native Americans in Oklahoma, K-6.
ED 214 723
What Shall Our Children Read? A Selected Bibliography of American Indian Literature for Young People.
ED 214 695

American Indian Literature
What Shall Our Children Read? A Selected Bibliography of American Indian Literature for Young People.
ED 214 695

American Indian Studies
The Mamook Book: Activities for Learning About the Northwest Coast Indians.
ED 214 720
Native Americans in Oklahoma, K-6.
ED 214 723

American Indians
Early Childhood Development Cultural Considerations Commonalities, Variables, and Local Community Determinants for Program Modules.
ED 214 692
Improving Oral Language Skills for American Indian Secondary School Students.
ED 214 191
Indian Tribes: A Continuing Quest for Survival. A Report of the United States Commission on Civil Rights.
ED 214 711
What Shall Our Children Read? A Selected Bibliography of American Indian Literature for Young People.
ED 214 695

American Industrial Arts Student Association
AIASA Guide for Industrial Arts Programs.
ED 213 908

Analytic Scoring
Classroom Applications of Writing Assessment: A Teacher's Handbook.
ED 214 995

Anatomy
The Circulatory System and Instructor's Guide: The Circulatory System. Health Occupations Education Module: Instructional Materials in Anatomy and Physiology for Pennsylvania Health Occupations Programs.
ED 213 964
The Endocrine System and Instructor's Guide: The Endocrine System. Health Occupations Education Module: Instructional Materials in Anatomy and Physiology for Pennsylvania Health Occupations Programs.
ED 213 969
The Genitourinary System and Instructor's Guide: The Genitourinary System. Health Occupations Education Module: Instructional Materials in Anatomy and Physiology for Pennsylvania Health Occupations Programs.
ED 213 968
The Musculoskeletal System and Instructor's Guide: The Musculoskeletal System. Health Occupations Education Module: Instructional Materials in Anatomy and Physiology for Pennsylvania Health Occupations Programs.
ED 213 965

The Nervous System and Instructor's Guide: The Nervous System. Health Occupations Education Module: Instructional Materials in Anatomy and Physiology for Pennsylvania Health Occupations Programs.
ED 213 967

The Reproductive System and Instructor's Guide: The Reproductive System. Health Occupations Education Module. Instructional Materials in Anatomy and Physiology for Pennsylvania Health Occupations Programs.
ED 213 970

The Respiratory System and Instructor's Guide: The Respiratory System. Health Occupations Education Module: Instructional Materials in Anatomy and Physiology for Pennsylvania Health Occupations Programs.
ED 213 966

Ancillary School Services
Community College Adaptation to Serve the Needs of Mildly Handicapped Teenagers and Young Adults.
ED 214 618

Oklahoma Handbook: Child Nutrition Programs. Revised Edition.
ED 214 670

Andragogy
Teaching Adults!! Training Materials for Adult Education Staff Development.
ED 213 824

Androgyny
Sex Role Orientation and Self-Esteem: A Critical Meta-Analytic Review.
ED 214 032

Sex Role Self-Concept and Depression: A Path-Analytic Approach.
ED 214 034

Anglo Saxons
Migrant Families in Australia. Working Paper 3.
ED 214 741

Annotated Bibliographies
Mathematics Projects Handbook. Second Edition.
ED 214 773//

Migrant Education: An Annotated Bibliography.
ED 214 724

Second Language Teaching and Radio: An Annotated Bibliography.
ED 214 400

Social Sciences in Forestry. A Current Selected Bibliography and Cumulative Author Index for 1981. No. 56.
ED 214 751

Annual Reports
A Report to the Board of Education of Anne Arundel County on the Status of the Schools.
ED 214 937

Answer Until Correct
Test Design Project: Studies in Test Adequacy. Annual Report.
ED 214 944

Antisocial Behavior
Relationships between Stimulus-Seeking, School Climate and Self-Reported Deviant Behavior in High Schools.
ED 214 242

Anxiety
Fear of Success and Achievement Anxiety in Reentry Versus Non-Reentry Women.

ED 214 479
The Returning Student: Writing Anxiety and General Anxiety.
ED 214 558

Appliance Repair
Maintaining and Repairing. CAP Job Function.
ED 214 008

Apprenticeships
Apprenticeships in Employment and Training Programs. An Action Planning Guidebook.
ED 213 991

Aptitude Tests
Inter-Relationships between Self-Estimates of Aptitudes and Tested Abilities on the GATB.
ED 214 962
Profile of American Youth: 1980 Nationwide Administration of the Armed Services Vocational Aptitude Battery.
ED 214 976

Architects
Arranging. CAP Job Function.
ED 214 004

Architectural Educati
What's Wrong with Architecture?
ED 214 195

Architecture
Indexing in Art and Architecture: An Investigation and Analysis. Report to the Council on Library Resources.
ED 214 497

Archives
Development and Modernization of the Basbakanlik Arsiv: Turkey.
ED 214 543

Area Studies
A Glimpse of Tibet, the Roof of the World.
ED 214 820

Arizona
Community Education, Arizona Style. A First Year Overview for the New Coordinator.
ED 213 981

Armed Services Vocational Aptitude Battery
Profile of American Youth: 1980 Nationwide Administration of the Armed Services Vocational Aptitude Battery.
ED 214 976

Art Activities
Partners: Math, Science, Social Studies, Language Arts. Ideas for the Art Part of the Interrelated Curriculum of the Elementary Classroom Teacher.
ED 214 914//
Understanding Children's Art: Stages of Development, Activities and Materials for Young Children. Resource Monograph No. 22.
ED 214 654

Art Education
An Approach to Learning through the Arts: Final Report, 1980-1981.
ED 214 853

Art, Music and Crafts in Secondary Education: Their Purpose and Effect.
ED 214 832

Arts Proposal Writing. A Sourcebook of Ideas for Writing Proposals for Any School Program. For People Who Thought They Couldn't Write a Proposal, or Wouldn't Ever Need to And for Those Who Didn't Even Realize They Had a Proposal to Make.
ED 214 860

Disadvantaged Minorities and the Arts.
ED 215 064

Emerging Methodologies for the Evaluation of Arts in the Schools.
ED 214 991

Partners: Math, Science, Social Studies, Language Arts. Ideas for the Art Part of the Interrelated Curriculum of the Elementary Classroom Teacher.
ED 214 914//

School Art/Music Assessment Manual. A Closer Look At Your District's Art/Music Program For Purposes Of Gaining And Maintaining Support For Arts Education.
ED 214 861

The Second Assessment of Art, 1978-79, Released Exercise Set, Supplement.
ED 214 828

Title I Children's Program: Learning to Read through the Arts. Final Evaluation Report, 1980-1981.
ED 215 067

Art Expression
Expressivity in Children's Drawings: A Longitudinal Analysis.
ED 214 676

Art Materials
Understanding Children's Art: Stages of Development, Activities and Materials for Young Children. Resource Monograph No. 22.
ED 214 654

Art Teachers
School Art/Music Assessment Manual. A Closer Look At Your District's Art/Music Program For Purposes Of Gaining And Maintaining Support For Arts Education.
ED 214 861

Articulation (Education)
Issues Pertaining to the Transfer Function of the California Community Colleges: A Report Adopted by the Executive Committee of the Academic Senate for California Community Colleges.
ED 214 550

Articulation (Speech)
Speech Research: A Report on the Status and Progress of Studies on the Nature of Speech, Instrumentation for Its Investigation, and Practical Applications, January 1-March 31, 1982.
ED 214 226

Artists

Role Conflict and Accord: The Artist and Humanist in the University.
ED 214 432

Arts for the Basic Curriculum
Emerging Methodologies for the Evaluation of Arts in the Schools.
ED 214 991

The Attorney General's Asbestos Liability Report to the Congress. Pursuant to Section 8(b) of the Asbestos School Hazard Detection and Control Act of 1980. Committee Print, Ninety-Seventh Congress, First Session.
ED 214 256

Asbestos School Hazard Detection and Control Act
The Attorney General's Asbestos Liability Report to the Congress. Pursuant to Section 8(b) of the Asbestos School Hazard Detection and Control Act of 1980. Committee Print, Ninety-Seventh Congress, First Session.
ED 214 256

Asia
Misplanning for Disabilities in Asia.
ED 214 326

Asian Americans
Asian Pacific American Research Seminars. Final Report, 1979-1981.
ED 215 043

The Resettlement of Indochinese Refugees in the United States: A Selected Bibliography.
ED 215 004

Asian History
A Cumulative Index for Focus on Asian Studies. Autumn 1971-Spring 1976. Service Center Paper on Asian Studies, No. 12.
ED 214 829

Asian Programme of Educ Innovation for Development
Towards the Third Cycle of APEID. Final Report. Regional Consultation Meeting on the Asian Programme of Educational Innovation for Development (7th, Bangkok, Thailand, June 1-10, 1981).
ED 214 697

Work Plan of APEID for the Third Programming Cycle, 1982-1986. Regional Consultation Meeting (7th, Bangkok, Thailand, June 1-10, 1981).
ED 214 698

Asian Studies
A Cumulative Index for Focus on Asian Studies. Autumn 1971-Spring 1976. Service Center Paper on Asian Studies, No. 12.
ED 214 829

A Glimpse of Tibet, the Roof of the World.
ED 214 820

Values and Music: Some Comparisons Between the U.S. and China and Japan. An Experimental Unit.
ED 214 845

Assessment Instruments
The Inventory of Documented Accomplishments for Graduate Admissions: Results of a Field Trial Study of Its Reliability, Short-Term Correlates, and Evaluation.
ED 214 940

Associate Degrees and Other Formal Awards Below the Baccalaureate, 1978-79.

ED 214 592
Role Preparation of Associate Degree Graduates.
ED 214 616

Association of Research Libraries
ARL Annual Salary Survey, 1981.
ED 214 524

Associative Learning
The Keyword Method and Children's Vocabulary Learning: An Interaction with Vocabulary Knowledge.

ED 214 126

Athletics
Participation Levels by Ethnicity in School Activities: Preliminary Indicators.
ED 215 052
Secondary Physical Education Curriculum and Resource Guides. 1980.
ED 214 858

Attendance
Grading Issues in a Desegregating System.
ED 215 051
Mexican-American and Anglo-American Student Perceptions of the Learning Environment of the Classroom. A Study of Schooling in the United States. Technical Report Series, No. 22.
ED 214 890

Attendance Patterns
At What Point Students Left Classes at Minneapolis Community College, Fall Quarter, 1981.
ED 214 570
The Influence of Student Characteristics on Absentee Patterns: Ninth Graders, 1979-80.
ED 215 019
Student Attrition at the Community College: The Need for Conceptual Clarification.
ED 214 609

Attention
Conversational Processing: The Effects of Themes and Attention-Focusing Strategy on Comprehension, Recall Accuracy, and Uncertainty Reduction.
ED 214 216

Attitude Change
The Mentally Retarded and the Educational System in Denmark.
ED 214 348
Pupil Control Ideology as a Source of Stress: The Student Teacher's Dilemma.
ED 214 917
Research into the Development of Affective Instruments in the Lansing School District, Final Report. Part 1: The Development of an Instrument to Measure the Effect of Counseling Services on Elementary Children in Grades Three through Six and Part 2: The Development of an Instrument to Measure the Effects of Counseling Services on Elementary Children in Grades One and Two.
ED 214 939
Teacher Development: A Look at Changes in Teacher Perceptions Across Time.

ED 214 926
Techniques for Testing the Effectiveness of Minority Portrayals in Multi-Cultural Children's Programming.
ED 214 207

Attitude Measures
Assessing Attitudinal Congruency: A Case for Absolute (As Well As Relative) Indices. A Study of Schooling in the United States. Technical Report Series, No. 12.
ED 214 882
On Building an A-Posteriori Index from Survey Data: A Case for Educational Planners' Assessment of Attitudes towards an Educational Innovation.
ED 214 964
Readiness for Individualization of Instruction: A School Climate Assessment Procedure.
ED 214 254
Some Methodological Issues in Developing Measures of Classroom Learning Environment. A Study of Schooling in the United States. Technical Report Series, No. 6.
ED 214 876

Attitudes
Community Involvement in Ethnic Television.
ED 215 050
Effects of Postsecondary Experiences on Aspirations, Attitudes, and Self-Conceptions.
ED 214 430
Public Television and Public Radio Awareness, Viewing and Listening, On-Air Fund Raising, 1981.
ED 214 225
The Relationship between Communicator Attitudes and Communication Behavior: Initial Evidence.
ED 214 209

Attribution Theory
Achievement Attributions by Young and Old Judges as a Function of Perceived Age of Stimulus Person.
ED 214 072
Causal Attributions and Normal Mood Variations.
ED 214 043
Family Perceptions of Responsibility for Mentally Retarded Children.
ED 214 336

Audience Analysis
Attitudes toward Motion Pictures among College Students.
ED 214 210
The Motion Picture Audience: A Neglected Aspect of Film Research.
ED 214 211

Audience Awareness
The Phenomenology of Composition: The Application of Certain Principles of Reader-Response Criticism to the Teaching of Composition.
ED 214 201

Audience Response
MPAA Film Ratings and Film Attendance: A Test of Reactance Theory.

ED 214 218

Audiences
Attitudes toward Motion Pictures among College Students.
ED 214 210
The Motion Picture Audience: A Neglected Aspect of Film Research.
ED 214 211
MPAA Film Ratings and Film Attendance: A Test of Reactance Theory.
ED 214 218

Audiotape Recordings
The Dial Access Library for Health Professionals in Wisconsin: An Historical Account.
ED 214 526

Audiovisual Aids
Second Language Teaching and Radio: An Annotated Bibliography.
ED 214 400
What Pictures Can and Can't Do for Children's Story Understanding.
ED 214 664

Audiovisual Instruction
Starting a Telecourse Program.
ED 214 565

Aural Learning
The Analysis of Brain Function A New Approach to the Assessment of Children with Learning Disorders.
ED 214 351

Austin Independent School District TX
The Effect of Court-Ordered Desegregation on Minority Students' Achievement: There's No Place Like Home.
ED 215 063

Australia
Integrated and Early Childhood Education: Preparation for Social Development. Summary Theme C: Alternatives in Training and Implications for Self-Help.
ED 214 688
Migrant Families in Australia. Working Paper 3.
ED 214 741

Australia (Western Australia)
Final Physical Science Evaluation Report. Co-operative Research Series Report No. 8.
ED 214 761

Authors
Charlotte Perkins Gilman's "The Yellow Wallpaper": Women, Society, Sanity.
ED 214 175

Autism
Handicaps and Developmental Disabilities. Matrix No. 10.
ED 214 634

Auto Mechanics
Maintaining and Repairing. CAP Job Function.
ED 214 008

Auto Parts Clerks
Parts Counter. Pre-Apprenticeship Phase 2 Training. Instructor's Guide.
ED 213 897

Parts Counter. Pre-Apprenticeship Phase 2 Training. Student Training Modules.
ED 213 898

Autobiographies
Charlotte Perkins Gilman's The Yellow Wallpaper'': Women, Society, Sanity.
ED 214 175

Automation
Documentation Centre of the Association of African Universities.
ED 214 545

Autonomy (Personal)
Effect of Work Group Size and Task Size on Observers' Job Characteristics Ratings.
ED 214 083

Bank Tellers
Working with Numbers and Symbols. CAP Job Function.
ED 214 012

Basal Reading
An Examination of Ethnic Content in Nine Current Basal Reading Series.
ED 214 101

Waukegan Follow Through Balanced Reading Program: Individualized Reading Instruction Manual.
ED 214 117

Basbakanlik Arsiv (Turkey)
Development and Modernization of the Basbakanlik Arsiv: Turkey.
ED 214 543

Basic Skills
Back to the Basics'' Through Environmental Education.
ED 214 764

Competency Testing: A Review of the Literature. Evaluation Report.
ED 214 974

The Critical Analysis of Documentary Evidence: Basic Skills in the History Classroom.
ED 214 813

Direct Instruction. Topic Summary Report. Research on School Effectiveness Project.
ED 214 909

Enhancing Basic Skill Levels of Marketing and Distributive Education Students Identified as Disadvantaged A Tutorial Approach. Final Report, July 1, 1980-June 30, 1981.
ED 213 93?

Evaluation of Preschool Experiences and Their Relationship to First Grade Basic Skills Achievement in the Greenwood Public Schools.
ED 214 665

Factors Related to Problem Solving by College Students in Developmental Algebra.
ED 214 614

First Grade Activities Guide.
ED 214 690

The P.K. Yonge Basic Mathematics Computation Skills System: A Program of Individualized Instruction with an Emphasis on Discrete Elements of Computation Skills. Research Monograph No. 33.
ED 214 799

Rough Rock Demonstration School Basic Skills Improvement Project. Final Report.
ED 214 709

Sentence Combining: An Incisive Tool for Proofreading.
ED 214 186

Title I Elementary and Secondary Act, 1965. Evaluation Reports, 1980-1981.
ED 215 037

Basic Skills Assessment Program
Basic Skills Assessment in South Carolina: How Progressive an Approach to Minimum Competency Testing? National Consortium on Testing Staff Circular No. 8.
ED 214 973

Battelle Memorial Institute OH
Coordination of NSF Projects in the Area of Continuing Education for Scientists and Engineers.
ED 214 789

Battered Women
The Federal Response to Domestic Violence. A Report of the United States Commission on Civil Rights.
ED 215 048

Beginning Reading
Curriculum Guide: Reading Readiness.
ED 214 629

Nurturing the Roots of Literacy.
ED 214 142

Behavior
Behavioral Characteristics of Gifted Navajo Students as Correlated with Intellectual Ability and Creativity.
ED 214 713

Behavior Analysis
Waukegan Follow Through Balanced Reading Program: Individualized Reading Instruction Manual.
ED 214 117

Behavior Change
Research into the Development of Affective Instruments in the Lansing

School District, Final Report. Part 1: The Development of an Instrument to Measure the Effect of Counseling Services on Elementary Children in Grades Three through Six and Part 2: The Development of an Instrument to Measure the Effects of Counseling Services on Elementary Children in Grades One and Two.
ED 214 939

Behavior Development
Holistic Education: Beyond the Traditional Basic Skills.
ED 214 491

Behavior Patterns
An Analysis of Gifted Preschool Children: Positive and Negative Social Behaviors.
ED 214 347

A Comparison of the Effects of Sex and Status on the Perceived Appropriateness of Nonverbal Behaviors.
ED 214 222

An Investigation of Precipitating Events and Susceptibility Factors in Depression.
ED 214 071

Behavior Problems
Maintaining Effective Classroom Control in Vocational Education.
ED 213 944

Behavior Rating Scales
An Instance of Convergence of Behavioral Assessments and Inventory Measures of Traditionally Defined Traits.
ED 214 042

The Color of Misbehaving: Two Case Studies of Deviant Boys in a Magnet School.
ED 215 062

Practice Ethical Behavior. Work Maturity Skills. Competency 4.0.
ED 214 019

When Prohibition Works: Alternatives to Violence in the Odyssey House Youth Program and in the Family.
ED 214 054

Behavioral Objectives
Competency-Based Business Education (Grade Levels 9-12). Vocational Education Curriculum Guide. Bulletin 1662.
ED 213 937

Designing Instruction for Mastery Learning.
ED 214 916

Physical Education Opportunity Program for Exceptional Learners (PEOPEL): An Administrative Guide for Secondary Schools. Third Edition.
ED 214 317

Physical Education Opportunity Program for Exceptional Learners (PEOPEL): A Teacher's Guide for Secondary Schools. Second Edition.
ED 214 316

Toward Competency. A Guide for Individualized Instruction. Student

Edition. Revised.
ED 214 312

Behavioral Science Research
Assessing Attitudinal Congruency: A Case for Absolute (As Well As Relative) Indices. A Study of Schooling in the United States. Technical Report Series, No. 12.
ED 214 882

Cross-Cultural Differences in Self-Reported Touch Avoidance.
ED 214 206

Beliefs
Meanings of Work in Different Environments and Cultures.
ED 214 099

Readiness for Individualization of Instruction: A School Climate Assessment Procedure.
ED 214 254

Belize
The Rural Education and Agriculture Program (REAP): Belize's New Approach to Rural Primary Education.
ED 214 744

Biblical Literature
Bible References by Computer for Adult Reading Teachers.
ED 214 114

Bilingual Education
Bienvenido Bilingual Education Project: End of Year Report, Fiscal Year 1981.
ED 215 024

Bilingual Pupil Services. E.S.E.A. Title I. Final Evaluation Report, 1980-1981.
ED 215 072

Center for Bilingual Multicultural Education Research and Service. Monograph Series, Vol. 1 No. 3.
ED 214 732

A Comparison of Latin American and United States Bilingual Education Programs.
ED 214 397

Counseling the Bilingual Student. Searchlight Plus: Relevant Resources in High Interest Areas, 54 .
ED 214 050

Directory of Computerized Resources in Bilingual Education.
ED 214 383

Effectiveness of Bilingual Education: A Review of the Literature. Final Draft Report.
ED 215 010

English for Driving Student Workbook.
ED 213 976

English for Driving Teacher's Guide.
ED 213 977

English for Driving Visuals for Use with Student Workbook and

Teacher's Guide.
ED 213 978

Equal Educational Opportunity in Special Education: Legal Mandates and Strategies for Planning, Chapter 766.
ED 214 327

Guidelines for the Development of Programs for Students with Limited English Proficiency under Part 154 of the Regulations of the Commissioner of Education.
ED 214 380

Guide to Theses and Dissertations in Bilingual Education.
ED 214 384

Hearings on Reauthorization of the Vocational Education Act of 1963. Part 4: Bilingual Vocational Training. Hearing Before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-Seventh Congress. First Session on H.R. 66 (October 14, 1981).
ED 213 971

John Bowne High School Basic Bilingual Program. E.S.E.A. Title VII. Final Evaluation Report, 1980-1981.
ED 215 071

John Jay High School Project Rescate.'' E.S.E.A. Title VII. Final Evaluation Report, 1980-1981.
ED 215 069

Lau vs. Nichols Implementation Study within the Alhambra City School District.
ED 214 295

Limited English Proficiency Students in Wisconsin: Cultural Background and Educational Needs. Part II: Indochinese Students (Hmong and Vietnamese).
ED 214 373

Problems and Issues in Educating Bilingual Handicapped Children with Implications for Teacher Education.
ED 214 322

Project Parents: Awareness, Education, Involvement Program. E.S.E.A. Title VII. Final Evaluation Report, 1980-1981.
ED 215 070

Schools, As Political Institutions and Ghetto/Barrio Educational Aspirations.
ED 215 035

Title IV Language Minority Regulations: Beyond the Lau Remedies.
ED 214 392

William H. Taft High School Project Adelante. E.S.E.A. Title VII. Final Evaluation Report, 1980-1981.
ED 215 068

Bilingual Education Act 1968

Effectiveness of Bilingual Education: A Review of the Literature. Final Draft Report.
ED 215 010

Bilingual Prediction Project

Studies in Bilingual Evaluation, Work Unit I: Bilingual Prediction Project. Final Report.
ED 214 954

Bilingual Programs

Bilingual Education in Ontario: A Decade of Research.
ED 214 363

Guidelines for the Development of Programs for Students with Limited English Proficiency under Part 154 of the Regulations of the Commissioner of Education.
ED 214 380

Title IV Language Minority Regulations: Beyond the Lau Remedies.
ED 214 392

Bilingual Students
Counseling the Bilingual Student. Searchlight Plus: Relevant Resources in High Interest Areas, 54 .
ED 214 050

Studies in Bilingual Evaluation, Work Unit I: Bilingual Prediction Project. Final Report.
ED 214 954

Bilingualism
Bilinguisme et traduction au Canada. Role sociolinguistique du traducteur. (Bilingualism and Translation in Canada. The Sociolinguistic Role of the Translator).
ED 214 385

Etude des comportements langagiers dans deux entreprises en debut de processus de francisation (A Study of Language Usage and Attitudes in Two Businesses at the Beginning of the Process of Change from English to French).
ED 214 403

Sometimes I'll Start a Sentence in Spanish Y TERMINO EN ESPANOL'': Toward a Typology of Code-Switching. CENTRO Working Papers, No. 4.
ED 214 394

Biological Influences
Research on Infancy of Special Relevance for Mental Health. Matrix No. 11A.
ED 214 635

Biology
Changing Patterns of Limnology Literature, 1966-1976.
ED 214 770

The Preparation of High School Science Teachers in North Carolina: Baseline Data for the 1980's. Science Education Report.
ED 214 796

Safety Precautions for Science.
ED 214 757

Birth Rate
The World Fertility Survey: Charting Global Childbearing.
ED 214 672

Black Achievement
Black Scientists and Inventors in the United States: 1731-1980. Curriculum Guide: Department of Science, Cambridge Rindge and Latin School.
ED 214 791

Black Attitudes
Attitudes and Perceptions of Blacks toward Vocational Education.
ED 215 057

Marriage and the Black Family: What Research Says.
ED 215 030

Black Colleges
Enhancement of Maryland's Predominantly Black Collegiate Institutions. Consultant's Report to the Desegregation Task Force of the State Board for Higher Education.
ED 214 422

Operating Ratios and Institutional Characteristics Affecting the Responsiveness of Black Colleges and Universities to Professional Allied Health Programs.
ED 214 466

Black Employment
Attitudes and Perceptions of Blacks toward Vocational Education.
ED 215 057

Black Mothers
The Relationship of Maternal Inputs and SES to Reading Achievement in Black Families.
ED 214 135

Black Students
Age of Admission and Trends in Achievement: A Comparison of Blacks and Whites.
ED 215 034

The Cognitive Value of Two-Year Colleges for Whites and Blacks.
ED 214 620

Determining the College Destination of Black Students.
ED 215 031

Research on Selection Methods and Programming for Advanced Black Students at the Secondary Level of Education. Final Report.
ED 215 047

Black Youth
Concerns for Meeting the Needs of Black Handicapped Children with Implications for Teacher Education.
ED 214 321

The Relationship of Maternal Inputs and SES to Reading Achievement in Black Families.
ED 214 135

Self-Concept Orientations and Modeling Observations of Delinquent Males through Talk/Film Sessions.
ED 214 523

Blacks

Drug Abuse Assessment, Program Planning and Resource Development in the Black Community.
ED 214 049

The Impact of Minority Presence in Girl Scouting on White and Minority Communities. Executive Summary.
ED 215 015

Marriage and the Black Family: What Research Says.
ED 215 030

Blindness
Reflections on a Visit to the Union of the Blind of Croatia, Zagreb, Yugoslavia.
ED 214 334

Board Administrator Relationship
Comparison of Governance Effectiveness of Appointed and Elected Boards of Education/Trustees.
ED 214 559

Board of Education Policy
Teachers under Duress: Some Effects of Declining Enrollment and District Staffing Policies.
ED 214 245

You Can't Afford for Teachers to Be Out, So Take These Steps Now to Stop Absenteeism.
ED 214 233

Board of Education Role
How to Evaluate Your School Instructional Program. Curriculum Is a Board Member Responsibility.
ED 214 232

Boarding Schools
Residential Education in Israel. Report of the Israeli-American Seminar on Out of School Education''.
ED 215 049

Body Language
Cross-Cultural Differences in Self-Reported Touch Avoidance.
ED 214 206

Books
The Committee on Production Guidelines for Book Longevity: Interim Report on Book Paper.
ED 214 525

Intergenerational Programming in Libraries: A Manual Based on the Experiences of the South Bay Cooperative Library System.
ED 214 528

Boomtowns
Catastrophe Models: Some Illustrations and Potential for Social Impact Assessment.
ED 214 691

Boston Public Schools MA
Case Studies of Three Urban University-School Collaboratives Mandated for the Improvement of Educational Practice. Executive Summary.
ED 215 046

Case Studies of Three Urban University-School Collaboratives Mandated for the Improvement of Educational Practice. Volume I, Final Report. Revised.
ED 215 044

Case Studies of Three Urban University-School Collaboratives Mandated for the Improvement of Educational Practice. Volume II, Final Report.
ED 215 045

Boycotts
Boycott as a Persuasive Tactic in Attempting to Ratify E. R. A.
ED 214 224

Braille
Accessing Resources for School-Age Visually Handicapped Students: A Resource Book. No. 408.
ED 214 346

Branched Fiction
Releasing the Remedial Reader's Creative Power.
ED 214 141

Brevard Community College FL
An Assessment of a Community College Reentry Program for Women.
ED 214 557

Bricklaying
Bricklaying. Pre-Apprenticeship Phase 2 Training. Instructor's Guide.
ED 213 893

Bricklaying. Pre-Apprenticeship Phase 2 Training. Student Training Modules.

ED 213 894

British Columbia
Secondary Physical Education Curriculum and Resource Guides. 1980.
ED 214 858

Britton (James)
A Composition Curriculum Based on James Britton's Theories.
ED 214 182

Budgeting
Rational Budgeting? The Stanford Case.
ED 214 468

Redirecting Higher Education in a Time of Budget Reduction. Issues in Higher Education.
ED 214 486

Building Design
Safety Features for Floor and Wall Openings and Stairways. Module SH-36. Safety and Health.
ED 213 870

Building Trades
Bricklaying. Pre-Apprenticeship Phase 2 Training. Instructor's Guide.
ED 213 893

Bricklaying. Pre-Apprenticeship Phase 2 Training. Student Training Modules.

ED 213 894

Cement Finishing. Pre-Apprenticeship Phase 2 Training. Instructor's Guide.
ED 213 901

Cement Finishing. Pre-Apprenticeship Phase 2 Training. Student Training Modules.
ED 213 902

Drywall. Pre-Apprenticeship Phase 2 Training. Instructor's Guide.
ED 213 899

Drywall. Pre-Apprenticeship Phase 2 Training. Student Training Modules.
ED 213 900

Floor Covering. Pre-Apprenticeship Phase 2 Training. Instructor's Guide.
ED 213 891

Floor Covering Pre-Apprenticeship Phase 2 Training. Student Training Modules.
ED 213 892

Painting. Pre-Apprenticeship Phase 2 Training. Instructor's Guide.
ED 213 887

Painting. Pre-Apprenticeship Phase 2 Training. Student Training Modules.
ED 213 888

Plastering. Pre-Apprenticeship Phase 2 Training. Instructor's Guide.
ED 213 895

Plastering. Pre-Apprenticeship Phase 2 Training. Student Training Modules.
ED 213 896

Plumbing. Pre-Apprenticeship Phase 2 Training. Instructor's Guide.
ED 213 903

Plumbing. Pre-Apprenticeship Phase 2 Training. Student Training Modules.

ED 213 904
Tilesetting. Pre-Apprenticeship Phase 2 Training. Instructor's Guide.
ED 213 889
Tilesetting. Pre-Apprenticeship Phase 2 Training. Student Training Modules.
ED 213 890

Bundy Aid Program
New York State Bundy Aid Program, 1969-1981. A Historical Report on New York State Colleges and Universities Receiving State Aid Under Section 6401 of the Education Law.
ED 214 454

Bureaucracy
The Language of the Bureaucracy. Document Design Project, Technical Report No. 15.
ED 214 371

Bureaucratic Language

Linguistic Theory and the Study of Legal and Bureaucratic Language. Document Design Project, Technical Report No. 16.
ED 214 372

Burnout
Preventing Burnout through Counselor Training.
ED 214 075

Bus Transportation
Accessible Transit: A Survey of the Riders of Wheelchair-Accessible Buses at the University of Minnesota.
ED 214 476

Business
Innovation in Small and Medium Firms.
ED 213 949

Business Communication
Etude des comportements langagiers dans deux entreprises en debut de processus de francisation (A Study of Language Usage and Attitudes in Two Businesses at the Beginning of the Process of Change from English to French).
ED 214 403

Business Correspondence
Writing in Non-Academic Settings.
ED 214 163

Business Education
Older Persons in Small Business Project: Final Report.
ED 214 596
Review and Synthesis of Research and Development in Technical Education in Community Colleges, 1978-1981.
ED 214 568
Safety and Health for Business and Office Education. An Instructor Resource Guide.

ED 213 831

Busing

Desegregating Public Schools: A Handbook for Local Officials.
ED 215 005

Desegregation Report: 1981.
ED 215 022

Calculators

Teaching Decimal Math with Calculators.
ED 214 290/

Calculus

UMAP Modules-Units 105, 107-109, 111-112, 158-162.
ED 214 786

UMAP Modules-Units 240-242, 251.
ED 214 788

UMAP Modules-Units 60-62, 67, 68, 70.
ED 214 783

UMAP Modules-Units 71, 72, 73, 74, 75, 81-83, 234.
ED 214 784

California

Analysis of Tuition and Fees.
ED 214 598

California College-Going Rates and Community College Transfers: 1980 Update.
ED 214 589

Horizon: An Overview of Vocational Education and Employment Training Services for Limited-English Proficient Persons in California.
ED 213 983

How to Evaluate Your School Instructional Program. Curriculum Is a Board Member Responsibility.
ED 214 232

Issues Pertaining to the Transfer Function of the California Community Colleges: A Report Adopted by the Executive Committee of the Academic Senate for California Community Colleges.
ED 214 550

Linking Californians for Learning: Next Steps for Telecommunications in California Postsecondary Education. Commission Report 81-28.
ED 214 530

Proposition 13: Its Effects on the Missions of the California Community College System Reviewed with Recommendations for the Future and Perceptions of the Management Rights Clause by Managers in CCC's California Community Colleges . Management Report, 1981-2/3.
ED 214 561

Report to the Legislature on the Educational and Fiscal Effects of Independent Study.
ED 214 552

What Is a Confidential Employee? Management Report 1981-2/5.
ED 214 607

California Basic Educational Data System

CBEDS Data Users' Guide (1981 Data).

ED 214 264

California Community Colleges
Issues Pertaining to the Transfer Function of the California Community Colleges: A Report Adopted by the Executive Committee of the Academic Senate for California Community Colleges.
ED 214 550

Cameroon
Women and Economic Development in Cameroon.
ED 214 694

Canada
Adolescent Loneliness.
ED 214 081

Canadian Medical Education Statistics, 1980/81 Statistiques Relatives a l'enseignement Medical au Canada.
ED 214 421

Federal-Provincial Relations and Support for Universities.
ED 214 441

Organizational Aspects of University Management in the 1980s. Report of a CAUBO Special Project on the Examination of Alternative University Organizational Structures.
ED 214 427

Preventative Mental Health Programs and School Systems: A Review of the Literature.
ED 214 073

Relationship between Degree of Choice in Client's Language and Therapy Outcome.
ED 214 060

Reminiscence and Its Relationship to the Psychological Adjustment of the Elderly.
ED 214 053

Report of the Task Force on School Counseling and Guidance in Alberta: Planning and Research.
ED 214 087

Status of Day Care in Canada, 1980: A Review of the Major Findings of the National Day Care Study, 1980.
ED 214 666

Towards a Model for Satellite-Based Instruction at the University of Victoria. Report on the ANIK-B Experimental Project, September 1979 to June 1980. Summary Report.
ED 214 492

Who's on Second: Report of a CAUBO Special Project on the Examination of Alternative University Organizational Structures.
ED 214 428

Cancer
Undergraduate Education in Cancer in the European Region. Report on a UICC/WHO Meeting (Geneva, Switzerland, April 6-8, 1981).
ED 214 425

Capital Outlay (for Fixed Assets)
Revenue and Expenses of Ontario Universities, 1980-81. Volume III Operating Fund Net Change in Appropriated Reserves and

Unappropriated Funds.
ED 214 415

Revenue and Expenses of Ontario Universities, 1980-81. Volume IV Physical Plant Operating Expenses.
ED 214 416

Career Alert Planning Program

Arranging. CAP Job Function.
ED 214 004

Building and Making. CAP Job Function.
ED 214 005

CAP Program Guide.
ED 214 002

CAP Self-Inventory Cards.
ED 214 001

CAP Worksheets.
ED 214 013

Career Alert Planning. Instructor Guide.
ED 214 000

Maintaining and Repairing. CAP Job Function.
ED 214 008

Thinking in Pictures. CAP Job Function.
ED 214 009

Using Information about the Environment. CAP Job Function.
ED 214 010

Working with Numbers and Symbols. CAP Job Function.
ED 214 012

Career Alternatives

A Horse of a Different Color: Living Happily as a Writing Teacher for Lawyers and Other Professionals.
ED 214 179

Career Awareness

Advising. CAP Job Function.
ED 214 003

Arranging. CAP Job Function.
ED 214 004

CAP Worksheets.
ED 214 013

Career Awareness for Health Professions: Design of Early Outreach Programs.
ED 213 988

Doing Clerical Work. CAP Job Function.
ED 214 006

Helping. CAP Job Function.
ED 214 007

Maintaining and Repairing. CAP Job Function.
ED 214 008

Thinking in Pictures. CAP Job Function.
ED 214 009

Working with Equipment. CAP Job Function.
ED 214 011

Working with Numbers and Symbols. CAP Job Function.
ED 214 012

Career Choice

CAP Program Guide.
ED 214 002

CAP Self-Inventory Cards.
ED 214 001

Handle the Job Offer. Job Search. Competency 5.0.
ED 214 029

Orientation to the World of Work. Instructor Guide.
ED 213 998

Orientation to the World of Work. Program Booklet.
ED 213 999

Prepare for the Job Search. Job Search. Competency 1.0.
ED 214 025

The Teaching Profession as a Career Opportunity: Perceptions of High School Seniors, Pre-Service Teachers, and In-Service Teachers.
ED 214 924

Career Counseling

Career Demands and Student Ability at an Undergraduate Professional School: An Examination and Recommendations Based on the Perry Scheme of Development. Revised.
ED 214 429

The Career-Related Services of the Learned and Professional Societies in the Humanities and Social Sciences: A Report.
ED 214 809

Community College Career Alternatives Handbook.
ED 214 588

Employability Development Plans: Counseling Participants and Developing EDPs. An Action Planning Guidebook.
ED 213 994

Helping the Nontraditional Student: Counseling, Job Development, and Job Placement.
ED 214 038

Kuder Interest Card Sort: Research Report.
ED 214 963

Career Development

Career Development of Male and Female Elementary Principals in a Southwest School District.
ED 214 255

Family Relationships and Parenting Education: With Special Emphasis on Parenting. Instructor Material.
ED 214 088

An Identification of the Science Career Development Needs of Deaf Students.
ED 214 337

Internal Construct Validity of the Career Skills Assessment Program.
ED 214 987

Teachers in Their Fifth Year: An Analysis of Teaching Concerns from the Perspectives of Adult and Career Development.
ED 214 906

Career Education

Apply for Jobs. Job Search. Competency 3.0.
ED 214 027

CAP Self-Inventory Cards.
ED 214 001

CAP Worksheets.
ED 214 013

Career Alert Planning. Instructor Guide.
ED 214 000

Career Education Materials for Employment and Training Programs. Catalog.
ED 213 997

Evaluation of Tennessee's State Plan for Career Education, 1980-81.
ED 213 906

A Guide to Curriculum Development in Career Education.
ED 213 982

Implementation of the Career Education Incentive Act in Tennessee: An Evaluator's Perspective.
ED 213 985

Interview for the Job. Job Search. Competency 4.0.
ED 214 028

Job Search Program Guide.
ED 214 024

A Massachusetts Career Education Staff Development Research Guide.
ED 213 950

A Massachusetts Guide: Promising Practices in Career Education.
ED 213 951

Orientation to the World of Work. Instructor Guide.
ED 213 998

Orientation to the World of Work. Program Booklet.
ED 213 999

Search for Available Jobs. Job Search. Competency 2.0.
ED 214 026

Work Maturity Skills Instructor Guide.
ED 214 014

Work Maturity Skills Program Guide.
ED 214 015

Work Plan of APEID for the Third Programming Cycle, 1982-1986. Regional Consultation Meeting (7th, Bangkok, Thailand, June 1-10, 1981).
ED 214 698

Career Education Incentive Act

Implementation of the Career Education Incentive Act in Tennessee: An Evaluator's Perspective.
ED 213 985

Career Exploration

Advising. CAP Job Function.
ED 214 003

Building and Making. CAP Job Function.
ED 214 005

CAP Program Guide.
ED 214 002

Career Alert Planning. Instructor Guide.
ED 214 000

Doing Clerical Work. CAP Job Function.
ED 214 006

Health Careers Exploration for the Handicapped. A Guide for Counselors and Teachers.
ED 213 825

Working with Equipment. CAP Job Function.
ED 214 011

Career Guidance
Community College Career Alternatives Handbook.
ED 214 588

Functions of Schooling: Perceptions and Preferences of Teachers, Parents and Students. A Study of Schooling in the United States. Technical Report Series, No. 10.
ED 214 880

Health Careers Exploration for the Handicapped. A Guide for Counselors and Teachers.
ED 213 825

A Massachusetts Guide: Promising Practices in Career Education.
ED 213 951

Career Planning
CAP Program Guide.
ED 214 002

Career Alert Planning. Instructor Guide.
ED 214 000

Community College Career Alternatives Handbook.
ED 214 588

Employability Development Plans: Counseling Participants and Developing EDPs. An Action Planning Guidebook.
ED 213 994

Helping. CAP Job Function.
ED 214 007

Job Creation: Creative Materials, Activities, & Strategies for the Classroom.
ED 213 954

Orientation to the World of Work. Instructor Guide.
ED 213 998

Orientation to the World of Work. Program Booklet.
ED 213 999

Career Skills Assessment Program
Internal Construct Validity of the Career Skills Assessment Program.
ED 214 987

Cargo Handling
Marine and Longshoring Safety. Module SH-21. Safety and Health.
ED 213 855

Carpentry
Building and Making. CAP Job Function.
ED 214 005

Cartoons
Thinking in Pictures. CAP Job Function.
ED 214 009

Case Studies

Basic Skills Assessment in South Carolina: How Progressive an Approach to Minimum Competency Testing? National Consortium on Testing Staff Circular No. 8.
ED 214 973

Qualitative Studies in Context: Reflections on the CSE Studies of Evaluation Use.
ED 214 978

Cashiers
Doing Clerical Work. CAP Job Function.
ED 214 006

Cataloging
International Federation of Library Associations Annual Conference Papers. Bibliographic Control Division: Bibliography and Cataloguing Sections (47th, Leipzig, East Germany, August 17-22, 1981).
ED 214 508

Catastrophe Models
Catastrophe Models: Some Illustrations and Potential for Social Impact Assessment.
ED 214 691

Catholic Schools
Public and Private Schools. An Analysis of High School and Beyond: A National Longitudinal Study for the 1980's.
ED 214 314

Causal Inferences
Causal Cohesion and Story Coherence.
ED 214 147

Ceilings
Drywall. Pre-Apprenticeship Phase 2 Training. Instructor's Guide.
ED 213 899

Drywall. Pre-Apprenticeship Phase 2 Training. Student Training Modules.
ED 213 900

Cement
Cement Finishing. Pre-Apprenticeship Phase 2 Training. Instructor's Guide.
ED 213 901

Cement Finishing. Pre-Apprenticeship Phase 2 Training. Student Training Modules.
ED 213 902

Safety and Concrete, Forms, and Shoring. Module SH-37. Safety and Health.
ED 213 871

Cement Industry
Cement Finishing. Pre-Apprenticeship Phase 2 Training. Instructor's Guide.
ED 213 901

Cement Finishing. Pre-Apprenticeship Phase 2 Training. Student Training Modules.

ED 213 902

Census Figures
Characteristics of American Children and Youth: 1980. Current Population Reports, Special Studies Series P-23, No. 114.
ED 214 852

Center for Improvement of Teaching and Learning
The Center for the Improvement of Teaching and Learning: Exploring New Directions in Community College Research.
ED 214 573

Center for the Study of Evaluation CA
Evaluation Workshop I: An Orientation. New Edition.
ED 214 955

Central America
The Admission and Placement of Students from Latin America: A Workshop Report. Brazil, Central America, (Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua, Panama), Colombia, Venezuela.
ED 214 449

Central Office Administrators
A View of Work Flow in an Administrative System: The Case of Routine and Non-Routine Work.
ED 214 311

Cerebral Dominance
Hemispheric Relationships in Composing: An EEG Study.
ED 214 172

Cerebral Palsy
Handicaps and Developmental Disabilities. Matrix No. 10.
ED 214 634

Ceremonies
A Guide for Planning, Organizing and Conducting an Adult Education Ceremony.
ED 214 714

Certification
An Analysis of the Relationship between the First Semester Grade Point Average and the State Board Nursing Scores of Vermont College Graduates.
ED 214 572

The Prediction of National Board Performance, Medical Specialty, and Location of Residency for a Charter Class.
ED 214 464

Requirements for Certification for Elementary Schools, Secondary Schools, Junior Colleges. Teachers, Counselors, Librarians, Administrators. Forty-seventh Edition, 1982-83.
ED 214 931//

Change
Catastrophe Models: Some Illustrations and Potential for Social Impact Assessment.
ED 214 691

Change Scores

Measurement Error and SAT Score Change.
ED 214 984

Change Strategies
An Approach to Inservice Education to Promote Outdoor Education as a Teaching Method in the Elementary School.
ED 214 740

The Differential Impact of Educational Innovations on Girls and Women: Media-Based Instruction and Curriculum Revision. Phase II, Curriculum Revision as if Women Mattered.
ED 214 808

Drug Abuse Assessment, Program Planning and Resource Development in the Black Community.
ED 214 049

Individualizing Staff Development in Rural School Districts to Enhance Services for All Children, Including the Handicapped.
ED 214 696

Sex Equity Guide for Industrial Arts Programs.
ED 213 909

Strengthening the Community/Education Partnership: The San Juan RFD Model of Public Involvement. Public Involvement Using the Rural Futures Development Strategy.
ED 214 749

Using Administrative Tactics to Introduce Curriculum Innovation.
ED 214 310

What is the Problem of Retrenchment in Higher Education?
ED 214 471

Characterization
An Examination of Ethnic Content in Nine Current Basal Reading Series.
ED 214 101

Check Lists
A Guide for Planning, Organizing and Conducting an Adult Education Ceremony.
ED 214 714

Chemicals
Chemical Hazards and Waste Disposal Safety and Health. Module SH-46. Safety and Health.
ED 213 880

Chemistry
The Preparation of High School Science Teachers in North Carolina: Baseline Data for the 1980's. Science Education Report.
ED 214 796

Safety Precautions for Science.
ED 214 757

Child Abuse
The Condition of Child Abuse/Neglect as an Environmental Influence on Early Childhood Development.
ED 214 646

A Historical Perspective on the Treatment of Incest.

ED 214 041

Advising. CAP Job Function.
ED 214 003

Developing Training Structures for Child Care Personnel: Comments on Almy's Paper.
ED 214 657

The Effects of Training on the Attitudes of Parents and Caregivers After a Title XX Course on 'Working with Parents'.
ED 214 650

The Preschool Teacher as an Adult Learner.
ED 214 656

Research on Infancy of Special Relevance for Mental Health. Matrix No. 11A.
ED 214 635

Child Development
Environmental Effects on Health with Special Emphasis on Neurotoxicology. Matrix No. 16.
ED 214 638

Integrated and Early Childhood Education: Preparation for Social Development. Theme A: Relevant Provision for Early Childhood.
ED 214 685

Oral and Written Language Development Research: Impact on the Schools. Proceedings from the 1979 and 1980 IMPACT Conferences.
ED 214 184

A Primer on Piaget. Fastback 128.
ED 214 968

Research on Infancy of Special Relevance for Mental Health. Matrix No. 11A.
ED 214 635

Status Report on Programs and Projects (As of January 1, 1982).
ED 215 055

Child Development Assessment Form
Orientation to Infant and Toddler Assessment: A User's Guide for the Child Development Assessment Form.
ED 214 675//

Child Development Centers
Status Report on Programs and Projects (As of January 1, 1982).
ED 215 055

Child Language
Cognitive Correlates of Early Multiword Speech.
ED 214 641

Conceptual Development and Early Multiword Speech.
ED 214 640

The Development of Sentences in Japanese Narrative Discourse.
ED 214 376

Evolution de la notion d'acceptabilite a travers les niveaux de langue chez des enfants de 6 a 11 ans (Evolution of the Notion of Acceptability across Language Levels among Children Aged Six to Eleven).
ED 214 367

Mothers' Requests for Clarification and Children's Responses in Past Event Reporting.
ED 214 659

Nurturing the Roots of Literacy.
ED 214 142

Oral and Written Language Development Research: Impact on the Schools. Proceedings from the 1979 and 1980 IMPACT Conferences.
ED 214 184

Child Neglect
The Condition of Child Abuse/Neglect as an Environmental Influence on Early Childhood Development.
ED 214 646

Child Rearing
One Step at a Time.
ED 214 333

Child Welfare
Annual Salary Study and Survey of Selected Personnel Issues, 1981. A Report on Administrative and Professional Staff and Salaries in Voluntary CWLA Member Agencies.
ED 214 624//

The Indian Family Foundation for the Future. Report of the National Indian Child Conference (3rd, Albuquerque, New Mexico, May 17-21, 1981).
ED 214 733

Child Welfare League of America
Annual Salary Study and Survey of Selected Personnel Issues, 1981. A Report on Administrative and Professional Staff and Salaries in Voluntary CWLA Member Agencies.
ED 214 624//

Childhood Needs
Serving Minority Children in Rural Settings: A Personal Perspective.
ED 214 045

Childlessness
When There Are No Children: Two Childless Old Men Respond to Old Age.
ED 214 078

Children
Characteristics of American Children and Youth: 1980. Current Population Reports, Special Studies Series P-23, No. 114.
ED 214 852

The Child as Scientist.
ED 214 627

Children's Dance. Revised Edition.
ED 214 921

Chronic Diseases in the Pediatric Age Group. Matrix No. 7.
ED 214 632

Expressivity in Children's Drawings: A Longitudinal Analysis.
ED 214 676

International Federation of Library Associations Annual Conference Papers: Libraries Serving the General Public Division: Children's Libraries Section (47th, Leipzig, East Germany, August 17-22, 1981).
ED 214 515

Preventative Mental Health Programs and School Systems: A Review of the Literature.
ED 214 073

A Report on the Relationships among the How I See Myself Questionnaire, Behavior Rating Scales and Achievement.
ED 215 058

Research on Substance Abuse: Alcohol, Drugs, Tobacco. Matrix No. 14.
ED 214 636
Roots of Traditional Personality Development Among the Zaramo in Coastal Tanzania.
ED 214 623//
The State of a "New" Art: Philosophy for Children and Science Education.
ED 214 649
Television Advertising and Children: Issues, Research and Findings.
ED 214 645
Trends in Divorce and Effects on Children.
ED 214 630
What Opportunities Are There for Parents to Be Educators? Proceedings of a Research Area Planning Conference (Washington, DC, December 10-11, 1979).
ED 214 643
What Pictures Can and Can't Do for Children's Story Understanding.
ED 214 664

Childrens Librarians
International Federation of Library Associations Annual Conference Papers: Libraries Serving the General Public Division: Children's Libraries Section (47th, Leipzig, East Germany, August 17-22, 1981).
ED 214 515

Childrens Literature
Developing Reading Ability by Using Literature for Values Clarification in Social Studies.
ED 214 819
International Federation of Library Associations Annual Conference Papers: Libraries Serving the General Public Division: Children's Libraries Section (47th, Leipzig, East Germany, August 17-22, 1981).
ED 214 515
What Shall Our Children Read? A Selected Bibliography of American Indian Literature for Young People.
ED 214 695

China
American Study Programs in China: An Interim Report Card.
ED 214 447

Chinese Libraries and Library Education, 1949-1980: Truth and Myth in the People's Republic of China.
ED 214 516
English Language Teaching by Foreigners in Harbin, Northeast China.
ED 214 396
Higher Education and Research in the People's Republic of China: Institutional Profiles.
ED 214 448

China (Tibet)
A Glimpse of Tibet, the Roof of the World.
ED 214 820

Choice Behavior
Relationship between Degree of Choice in Client's Language and Therapy Outcome.

ED 214 060

Chronological Age
Achievement Attributions by Young and Old Judges as a Function of Perceived Age of Stimulus Person.
ED 214 072

Circulatory System
The Circulatory System and Instructor's Guide: The Circulatory System. Health Occupations Education Module: Instructional Materials in Anatomy and Physiology for Pennsylvania Health Occupations Programs.
ED 213 964

Citizenship Education
Schooling and Citizenship in a Global Age: An Exploration of the Meaning and Significance of Global Education.
ED 214 834

Students Who Are 18 or Soon Will Be: Help Them Prepare To Exercise Their Right To Vote. Project 18.
ED 214 851

City University of New York Bernard Baruch College
Baruch College Annual Alumni Survey, Class of 1978.
ED 214 458

Baruch College Annual Freshman Survey, Fall 1980.
ED 214 459

City University of New York LaGuardia Comm Coll
The Future of Teaching in the Community College.
ED 214 617

Civil Rights
Fact Sheets from the ERIC Clearinghouse on Handicapped and Gifted Children, 1981.
ED 214 320

The Future Direction of Correctional Services for Adult Offenders.
ED 215 054

Indian Tribes: A Continuing Quest for Survival. A Report of the United States Commission on Civil Rights.
ED 214 711

Civil Rights Legislation
Federal Nondiscrimination Regulations: A Procedural Compliance Handbook. Draft.
ED 215 007

Civil Rights of Institutionalized Persons Act
The Future Direction of Correctional Services for Adult Offenders.
ED 215 054

Clark County School District NV
Desegregation Report: 1981.
ED 215 022

Executive Abstracts, 1980-81.
ED 215 018

The Influence of Student Characteristics on Absentee Patterns: Ninth Graders, 1979-80.
ED 215 019

Class Activities
Diary Time: The Life History of an Occasion for Writing. Research Series No. 106.
ED 214 648

Preschool Curriculum for Exceptional Children.
ED 214 344

Program for the Gifted/Talented Child and Independent Study Curriculum Guide.
ED 214 353

Teaching and Learning Languages.
ED 214 407//

Class Organization
Sex Roles and Statuses in Peer Interactions in Elementary Schools.
ED 214 677
Teaching Lessons: Incentives for Structuring Learning Activities.
ED 214 309

Class Size
Class Size. Research on School Effectiveness Project: Topic Summary Report.
ED 214 705

Classification
Classification of Education and Research in Librarianship and Information Science. Report of a Project Submitted to the Board of Directors, Association of American Library Schools.
ED 214 517
Classroom Questioning Techniques: The T.V. Taxonomy of Questions.
ED 214 143
Hierarchical Classification of Vocational Interest Associated with Academic Major Areas.
ED 214 966
Kuder Interest Card Sort: Research Report.
ED 214 963

The Organization of Medical Disorders in the Memories of Medical Students and General Practitioners.
ED 214 465

Classroom Communication
Evaluating Classroom Speaking.
ED 214 213
Expectation States Theory and Classroom Learning.
ED 214 750

Classroom Design
Designing for Privacy in the Classroom: An Ecological Perspective.
ED 214 249
Faculty and Student Evaluations of College Classrooms.
ED 214 472

Classroom Environment
The Contextual Correlates of the Relative Expenditures of Classroom Time on Instruction and Behavior: An Exploratory Study of Secondary Schools and Classes. A Study of Schooling in the United States. Technical Report Series, No. 26.
ED 214 894
Criterion Validity of an Individualised Classroom Environment Questionnaire.
ED 214 961
Designing for Privacy in the Classroom: An Ecological Perspective.
ED 214 249
Designing Reading Instruction for Cultural Minorities: The Case of the Kamehameha Early Education Program.
ED 215 039
The Design of Educational Environments: An Expression of Individual Differences or Evidence of the Press toward Synomorphy?''
ED 214 250
Diary Time: The Life History of an Occasion for Writing. Research Series No. 106.

ED 214 648
An Examination of the Viability of Class Climate as a Useful Construct in Secondary Schools. A Study of Schooling in the United States. Technical Report Series, No. 23.

ED 214 891
Faculty and Student Evaluations of College Classrooms.

ED 214 472
An Inter-Observer Reliability Study of the SRI Observation System as Modified for Use in a Study of Schooling. A Study of Schooling in the United States. Technical Report Series, No. 27

ED 214 895
Item Variance Components and Units-of-Analysis in a Measure of Classroom Climate. A Study of Schooling in the United States. Technical Report Series, No. 7.

ED 214 877
Mexican-American and Anglo-American Student Perceptions of the

Learning Environment of the Classroom. A Study of Schooling in the United States. Technical Report Series, No. 22.

ED 214 890
A Question of Access: Tracking and Curriculum Differentiation in a National Sample of English and Mathematics Classes. A Study of Schooling in the United States. Technical Report Series, No. 24.

ED 214 892
Relationships between Level of Moral Cognitive Development, Teachers' Understanding of Educational Issues and Teaching Practices.

ED 214 925
Some Methodological Issues in Developing Measures of Classroom Learning Environment. A Study of Schooling in the United States. Technical Report Series, No. 6.

ED 214 876
Students' Perceptions of Differential Treatment in the Classroom.

ED 214 980
A Study of Schooling: Series of Introductory Descriptions. Reprinted from the Phi Delta Kappan. A Study of Schooling in the United States. Technical Report Series, No. 1.

ED 214 871//
Teaching and Learning. A Study of Schooling in the United States. Technical Report Series, No. 18.

ED 214 888
What Can You Learn about Writing in School?: A Case Study in an Elementary Classroom.

ED 214 200
What You See is What You Get: A Summary of Observations in Over 1000 Elementary & Secondary Classrooms. A Study of Schooling in the United States. Technical Report Series, No. 29.

ED 214 897

Classroom Observation Techniques

Basic Education: Fundamentally a Concern for Competent, Effective Teachers.

ED 214 857
An Inter-Observer Reliability Study of the SRI Observation System as Modified for Use in a Study of Schooling. A Study of Schooling in the United States. Technical Report Series, No. 27

ED 214 895
The Methodology of Classroom Observation in a Study of Schooling. A Study of Schooling in the United States. Technical Report Series, No. 5.

ED 214 875
What Can You Learn about Writing in School?: A Case Study in an Elementary Classroom.

ED 214 200
Advantages of Randomized Experiments for Research in Composition.

ED 214 198
A Classroom Teacher's Guide to Reading Improvement in Middle School Language Arts. Revised Edition. Resource Monograph No. 18.

ED 214 125
A Classroom Teacher's Guide to Reading Improvement in Middle School Science. Resource Monograph No. 19.

ED 214 123
A Classroom Teacher's Guide to Reading Improvement in Middle School Social Studies. Revised Edition. Resource Monograph No. 17.

ED 214 122
The Contextual Correlates of the Relative Expenditures of Classroom Time on Instruction and Behavior: An Exploratory Study of Secondary Schools and Classes. A Study of Schooling in the United States. Technical Report Series, No. 26.

ED 214 894
Designing Reading Instruction for Cultural Minorities: The Case of the Kamehameha Early Education Program.

ED 215 039
Guidelines for the Teaching of Test Taking Skills Senior High.

ED 214 154
Listening, Study Skills, and Reading: Measuring and Meeting College Freshman Needs in the 1980's.

ED 214 111
Maintaining Effective Classroom Control in Vocational Education.

ED 213 944
Small Groups for Instruction: An Investigation of Teacher Viewpoints.

ED 214 282//
A Suggested Model for Developing a K-12 Oral Communications Program.

ED 214 192
Teachers' Educational Beliefs. A Study of Schooling in the United States. Technical Report Series, No. 14.

ED 214 884
Teaching and Learning. A Study of Schooling in the United States. Technical Report Series, No. 18.

ED 214 888
Teaching and Learning Languages.

ED 214 407//
Teaching Culturally Diverse Students in Vocational Education.

ED 213 942
The Teaching of Test Taking Skills, Fifth Grade Level. Revised Edition.

ED 214 152
The Teaching of Test Taking Skills, Grades 7 and 9.

ED 214 153
The Teaching of Test Taking Skills-Grade Three. Revised Edition.

ED 214 151
Teaching Special Needs Students in Vocational Education.

ED 213 941
What Can You Learn about Writing in School?: A Case Study in an Elementary Classroom.

ED 214 200
What You See is What You Get: A Summary of Observations in Over 1000 Elementary & Secondary Classrooms. A Study of Schooling in the United States. Technical Report Series, No. 29.
ED 214 897

Clerical Occupations
Competency-Based Business Education (Grade Levels 9-12). Vocational Education Curriculum Guide. Bulletin 1662.
ED 213 937

Cleveland Public Schools OH
Grading Issues in a Desegregating System.
ED 215 051

Client Characteristics
A Survey of the Last Decade of Drug Abuse Treatment Research. Appendix: Health Research Forum.
ED 214 639

Clinical Diagnosis
The Organization of Medical Disorders in the Memories of Medical Students and General Practitioners.
ED 214 465

Clinical Experience
Canadian Medical Education Statistics, 1980/81 Statistiques Relatives a l'enseignement Medical au Canada.
ED 214 421

Clinical Psychology
Mediocrity or Excellence: An Identity Crisis in Gestalt Therapy Training.
ED 214 062

Clothing
Vocational Education for the Handicapped. Clothing Service Guide.
ED 213 924

Clothing Design
A Guide to Dance Production. On With the Show.''
ED 214 922

Cloze Procedure
Construction and Practicability of Cloze Procedures in Diagnosis and Establishing Support Programs in College Reading.
ED 214 105

Clubs
Participation Levels by Ethnicity in School Activities: Preliminary Indicators.
ED 215 052

Cluster Analysis
Development and Psychometric Analyses o' Major Scales Util:zed in A Study of Schooling. A Study of Schooling in the United States. Technical Report Series, No. 4.
ED 214 874

Code Switching (Language)

Sometimes I'll Start a Sentence in Spanish Y TERMINO EN ESPANOL'': Toward a Typology of Code-Switching. CENTRO Working Papers, No. 4.
ED 214 394

Coding
Sex Roles and Statuses in Peer Interactions in Elementary Schools.
ED 214 677

Cognitive Development

Center for Bilingual Multicultural Education Research and Service. Monograph Series, Vol. 1 No. 3.
ED 214 732

The Child as Scientist.
ED 214 627

Disadvantaged Minorities and the Arts.
ED 215 064

Drug Education Curriculum: Grade Five. Health Education: Substance Abuse Prevention.
ED 214 094

Drug Education Curriculum: Grade Four. Health Education: Substance Abuse Prevention.
ED 214 093

Drug Education Curriculum: Grade One. Health Education: Substance Abuse Prevention.
ED 214 090

Drug Education Curriculum: Grade Six. Health Education: Substance Abuse Prevention.
ED 214 095

Drug Education Curriculum: Grade Three. Health Education: Substance Abuse Prevention.
ED 214 092

Drug Education Curriculum: Grade Two. Health Education: Substance Abuse Prevention.
ED 214 091

Drug Education Curriculum: Junior High. Health Education: Substance Abuse Prevention.
ED 214 096

Drug Education Curriculum: Kindergarten. Health Education: Substance Abuse Prevention.
ED 214 089

Drug Education Curriculum: Senior High. Health Education: Substance Abuse Prevention.
ED 214 097

Expressivity in Children's Drawings: A Longitudinal Analysis.
ED 214 676

Holistic Education: Beyond the Traditional Basic Skills.
ED 214 491

Learning and Context: An Interview with A. I. Weinzweig, University of Illinois at Chicago Circle, Chicago, Illinois.
ED 214 758

The Louise Child Care Center's Infant/Toddler Research Program: Longitudinal Behavioral Observation of Infants' Responses to Separation and Reunion in the Day Care Environment.
ED 214 628//

A Primer on Piaget. Fastback 128.
ED 214 968

The Project: Education and Social Environment, Rotterdam (The Netherlands). Management Assessment Paper.
ED 215 041

The Social Origins of Comprehension Skills at the Pre-Reading Level.
ED 214 116

Cognitive Processes

Basic Neurology for the English Teacher: A Selected Bibliography.
ED 214 180

Conversational Processing: The Effects of Themes and Attention-Focusing Strategy on Comprehension, Recall Accuracy, and Uncertainty Reduction.
ED 214 216

The Effects of Instruction on Children's Understanding of the Equals'' Sign.
ED 214 765

The Effects of Word Potency, Frequency, and Graphic Characteristics on Word Recognition in the Parafoveal Field.
ED 214 138

Experimental Phenomenology and Visual Literacy.
ED 214 518

Field Dependence-Independence and Psychological Differentiation: Bibliography with Index. Supplement No. 5.
ED 214 977

Kindergarten and First-Grade Children's Strategies for Solving Addition and Subtraction Problems in Abstract and Verbal Problem Contexts. Report from the Program on Studies in Mathematics. Technical Report No. 583.
ED 214 652

Memory for Words Processed by Preschool Children.
ED 214 679

On the Senses of Argument.''
ED 214 220

The Place of Teachers' Beliefs in Research on Teacher Thinking and Decision Making, and on Alternative Methodology.
ED 214 864

The Social Origins of Comprehension Skills at the Pre-Reading Level.
ED 214 116

Teachers' Understanding of the Reading Process.
ED 214 159

A Technique for Improving the Understanding of Expository Text: Gloss (Part 1); Examples of Gloss Notation (Part 2).
ED 214 120

Thinking through Writing: A Report on the Project, Its Evaluation, and Its Uses.
ED 214 173

Using Microcomputers for Cognitive Rehabilitation.
ED 214 501

Visual Literacy and Visual Thinking.
ED 214 522

What Pictures Can and Can't Do for Children's Story Understanding.
ED 214 664

Cognitive Structures
Memory for Words Processed by Preschool Children.
ED 214 679

Cognitive Style
Comparative Studies of Cognitive Styles: Implications for the Education of Immigrant Students.
ED 215 009

Field Dependence-Independence and Psychological Differentiation: Bibliography with Index. Supplement No. 5.
ED 214 977

The Navajo Culture and the Learning of Mathematics. Final Report.
ED 214 708

Phenomenological Patterns of Depressive Moods.
ED 214 052

Self-Presentation: A Conceptualization and Model.
ED 214 047

Cognitive Therapy
Using Microcomputers for Cognitive Rehabilitation.
ED 214 501

Coherence
Causal Cohesion and Story Coherence.
ED 214 147

Comparison of Effects of Different Forms of Presentation on the Recall and Retrieval of Information.
ED 214 148

Cohesion (Written Composition)
Causal Cohesion and Story Coherence.
ED 214 147

Superordinate Terms in Expository Writing.
ED 214 389

Collaborative Councils
Job Placement in Employment and Training Programs. An Action Planning Guidebook.
ED 213 995

Collective Bargaining
Bargaining: Power, Tactics and Outcomes.
ED 214 420//

A Collective Bargaining Contract Analyzer for Community Colleges.
ED 214 575

Negotiations and the Manager in Public Education. A Sourcebook for School Business Officials, School Board Members and Other School Administrators.

ED 214 230

Proposition 13: Its Effects on the Missions of the California Community College System Reviewed with Recommendations for the Future and Perceptions of the Management Rights Clause by Managers in CCC's California Community Colleges . Management Report, 1981-2/3.

ED 214 561

The Scope of Faculty Collective Bargaining: An Analysis of Faculty Union Agreements at Four-Year Institutions of Higher Education. Contributions to the Study of Education, Number 2.

ED 214 444//

Special Report: Labor Relations in Elementary and Secondary Education, 1980-1981. Government Employee Relations Report.

ED 214 313//

Teacher Burnout and Perceived Job Security (Dynamics and Implications).

ED 214 867

College Administration

A Collective Bargaining Contract Analyzer for Community Colleges.

ED 214 575

New Approaches for Improving the Managerial Capacity of Post-Secondary Institutions.

ED 214 477

Organizational Aspects of University Management in the 1980s. Report of a CAUBO Special Project on the Examination of Alternative University Organizational Structures.

ED 214 427

Personnel Administration in Higher Education. Handbook of Faculty and Staff Personnel Practices.

ED 214 417//

Rational Budgeting? The Stanford Case.

ED 214 468

Who's on Second: Report of a CAUBO Special Project on the Examination of Alternative University Organizational Structures.

ED 214 428

College Admission

Access to Higher Education in Europe.

ED 214 411

The Admission and Academic Placement of Students from Selected South American Countries: Bolivia, Brazil, Paraguay, Uruguay. A Workshop Report, September-October, 1977.

ED 214 451

College Applicants

Canadian Medical Education Statistics, 1980/81 Statistiques Relatives a l'enseignement Medical au Canada.

ED 214 421

College Attendance

The Commission on the Higher Education of Minorities. Final Report.
ED 214 457

Determining Educational Needs of AFL-CIO Union Members in Southeast Florida. A Report to the Board of Directors of the Southeast Florida Educational Consortium.
ED 214 455

Effects of Postsecondary Experiences on Aspirations, Attitudes, and Self-Conceptions.
ED 214 430

College Bound Students

Hierarchical Classificatio[illegible] of Vocational Interest Associated with Academic Major Areas.
ED 214 966

College Buildings

Revenue and Expenses of Ontario Universities, 1980-81. Volume III Operating Fund Net Change in Appropriated Reserves and Unappropriated Funds.
ED 214 415

Revenue and Expenses of Ontario Universities, 1980-81. Volume IV Physical Plant Operating Expenses.
ED 214 416

College Choice

Baruch College Annual Freshman Survey, Fall 1980.
ED 214 459

Determining the College Destination of Black Students.
ED 215 031

Marketing in Higher Education. AAHE-ERIC/Higher Education Research Report No. 5, 1981.
ED 214 445

College Curriculum

The Open University of the United Kingdom. Implementation of Higher Education Reforms.
ED 214 418

Serving Our Teaching Assistants and Our Profession: Teaching Graduate Students to Teach Composition.
ED 214 170

Survey of University of Toledo Legal Assisting Technology Graduates.
ED 214 443

College English

The Returning Student: Writing Anxiety and General Anxiety.
ED 214 558

College Entrance Examinations

Options in Education: Takes Listeners to the Core of the Issues. Standardized Testing, Parts 1-6, Program Nos. 280-285.
ED 214 943

College Environment

Community College Goals Inventory (CCGI).

ED 214 612
Social Network Formation of Entering College Freshmen.
ED 214 057

College Faculty
Estimating the Effects of College, Department, Teacher and Course on Course Completion Rates.
ED 214 579
Evaluating Student and Program Performance: A Faculty Perspective.
ED 214 992
Fall 1980 Salary Survey for the Illinois Public Community Colleges.
ED 214 548
Higher Education and Research in the People's Republic of China: Institutional Profiles.
ED 214 448
Integrating the Community and the Classroom: Implementing at the Postsecondary Level.
ED 214 436
Resource Handbook on Manpower Flexibility Options in Ontario Universities.
ED 214 409
Review of Model Specifications.
ED 214 408
The Scope of Faculty Collective Bargaining: An Analysis of Faculty Union Agreements at Four-Year Institutions of Higher Education. Contributions to the Study of Education, Number 2.
ED 214 444//
Selected Characteristics of Full-Time Professional Staff; Community Colleges, Fall 1981.
ED 214 567
The Status of Reading Instruction in the College of Education at Southern University, Baton Rouge, Louisiana.
ED 214 109
Washington Community Colleges Fall Quarter Report, 1981.
ED 214 593

College Freshmen
Baruch College Annual Freshman Survey, Fall 1980.
ED 214 459
Evaluation of the Special Services for Disadvantaged Students (SSDS) Program: 1979-80 Academic Year.
ED 214 412
Social Network Formation of Entering College Freshmen.
ED 214 057
A Study of Sex Differences in the Freshman Composition Course at the University of Texas at Austin.
ED 214 167
Validation of the New Jersey College Basic Skills Placement Test.
ED 214 945

College Graduates

Associate Degrees and Other Formal Awards Below the Baccalaureate, 1978-79.
ED 214 592

Baruch College Annual Alumni Survey, Class of 1978.
ED 214 458

The Cognitive Value of Two-Year Colleges for Whites and Blacks.
ED 214 620

Employment of Baccalaureate Graduates: The Effect of Institutional Reputation, Location, and Executive Alma Mater.
ED 214 460

1980 Manitoba Community Colleges Follow-Up Survey.
ED 214 553

College Instruction

Holistic Education: Beyond the Traditional Basic Skills.
ED 214 491

Mastery Learning Conference (2nd, Chicago, Illinois, May 27-29, 1981). Summary.
ED 214 606

College Libraries

Emergencies and Problems: A Procedures Manual for Trinity University Library.
ED 214 527

So You Are Doing Research! An Annotated Guide to Library Materials in Political Science and Related Fields. Third Edition.
ED 214 507

College Mathematics

Conditional Independence in Applied Probability.
ED 214 768

Elements of the Theory of Generalized Inverses for Matrices.
ED 214 767

Introduction to Population Modeling.
ED 214 778

Spatial Models of Election Competition.
ED 214 775

Topics in the Theory of Voting.
ED 214 777

UMAP Modules: Final Report 1976-80.
ED 214 771

UMAP Modules-Units 105, 107-109, 111-112, 158-162.
ED 214 786

UMAP Modules-Units 203-211, 215-216, 231-232.
ED 214 787

UMAP Modules-Units 240-242, 251.
ED 214 788

UMAP Modules-Units 60-62, 67, 68, 70.
ED 214 783

UMAP Modules-Units 71, 72, 73, 74, 75, 81-83, 234.
ED 214 784

UMAP Modules-Units 84-88.
ED 214 785

College Planning
Academic Standards Task Force Report.
ED 214 597

Computer Literacy in Higher Education. AAHE-ERIC/Higher Education Research Report No. 6, 1981.
ED 214 446

On the Role of the State in the Governing of Higher Education: A Bibliography of Lyman A. Glenny. Public Administration Series: Bibliography P-929.
ED 214 480

Planning and Evaluation Information in the Office of Student Affairs: Review and Recommendations. A Report of the OSA Task Force on Research and Planning Information.
ED 214 473

Redirecting Higher Education in a Time of Budget Reduction. Issues in Higher Education.
ED 214 486

Strategic Planning: The Long Range Future of Community Colleges. A Report by the Projections Committee on Accreditation Reaffirmation at the College of the Mainland. Part I.
ED 214 601

What is the Problem of Retrenchment in Higher Education?
ED 214 471

College Preparation
High School Preparation as Viewed by Academically Underprepared College Students.
ED 214 580

Preparing Students for College: The Need for Quality. Issues In Higher Education.
ED 214 488

College Presidents
Survey of AASCU Presidential Spouses: Myths and Realities.
ED 214 490

College Programs
Course Registration Report: University of Hawaii, Community Colleges, Fall 1981.
ED 214 556

Death Education's Quest for Maturity.
ED 214 489

College Role
The American Indian Controlled Community College Movement.
ED 214 611

Community College Goals Inventory (CCGI).
ED 214 612

Corporate Education: Threat or Opportunity? AAHE-ERIC/Higher Education Research Currents.
ED 214 453

The Management of Quality in Further Education: A Report on the Proceedings of the AVPC Autumn General Meeting, (Berkshire, England, 20 November 1981).
ED 214 437

A Review of Youth Services as a Component of the LACCD: Completed as a Part of the Feasibility Study Directed toward the Improvement of Occupational/Technical Education in the San Fernando Valley.
ED 214 604

The State of the Nation and the Agenda for Higher Education.
ED 214 452//

What is the Problem of Retrenchment in Higher Education?
ED 214 471

College School Cooperation

Case Studies of Three Urban University-School Collaboratives Mandated for the Improvement of Educational Practice. Executive Summary.
ED 215 046

Case Studies of Three Urban University-School Collaboratives Mandated for the Improvement of Educational Practice. Volume I, Final Report. Revised.
ED 215 044

Case Studies of Three Urban University-School Collaboratives Mandated for the Improvement of Educational Practice. Volume II, Final Report.
ED 215 045

Old Adversaries United: Benefits of Collaborative Research.
ED 214 981

Paid Early Field Experience for College Education Majors.
ED 214 934

College Science

Changing Patterns of Limnology Literature, 1966-1976.
ED 214 770

Identifying Different Levels of Understanding Attained by Physics Students. Final Report.
ED 214 755

A Model Continuing Education Needs Assessment/Response System in Science and Engineering. Summary Report.
ED 214 790

Problem Solving Instruction for Physics.
ED 214 766

Science Education for Women and Minorities in an Urban Community College. Topical Paper Number 75.
ED 214 578

College Second Language Programs

Choosing Your Partner: Interorganizational Issues in International Education.
ED 214 378

College Students

Accessible Transit: A Survey of the Riders of Wheelchair-Accessible Buses at the University of Minnesota.
ED 214 476

The Admission and Placement of Students from Latin America: A Workshop Report. Brazil, Central America, (Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua, Panama), Colombia, Venezuela.
ED 214 449

California College-Going Rates and Community College Transfers: 1980 Update.
ED 214 589

College Students Cope With Color.
ED 215 056

Computer Literacy in Higher Education. AAHE-ERIC/Higher Education Research Report No. 6, 1981.
ED 214 446

Counseling and Accommodating the Student with Learning Disabilities.
ED 214 338

Factors Related to Problem Solving by College Students in Developmental Algebra.
ED 214 614

Fear of Success and Achievement Anxiety in Reentry Versus Non-Reentry Women.
ED 214 479

Hearing How Students Make Meaning'': Listening Through Perry Ears.
ED 214 461

An Investigation of Precipitating Events and Susceptibility Factors in Depression.
ED 214 071

Midlife Women in Continuing Education: A Comparative Study.
ED 213 986

A Study of the Contributing Factors Relating to Why American Indian Students Drop Out of Or Graduate from Educational Programs at the University of North Dakota.
ED 214 737

College Transfer Students

Issues Pertaining to the Transfer Function of the California Community Colleges: A Report Adopted by the Executive Committee of the Academic Senate for California Community Colleges.
ED 214 550

The UCLA Community College Student Survey Project.
ED 214 547

Colonialism

Integrated and Early Childhood Education: Preparation for Social Development.
ED 214 684

Colorado

Colorado's Alternative School Calendar Program and the Four Day Week.
ED 214 719

Combustion

Safe Handling and Use of Flammable and Combustible Materials. Module SH-30. Safety and Health.
ED 213 864

Commercial Art
Thinking in Pictures. CAP Job Function.
ED 214 009

Commercial Television
Community Involvement in Ethnic Television.
ED 215 050

Communicable Diseases
Infectious Diseases and Immunizations. Matrix No. 15.
ED 214 637

Communication (Thought Transfer)
Chore Services. Course Outline.
ED 213 935

Communication in Health Occupations: I General. Health Occupations Education Module.
ED 213 956

Communication Apprehension
The Relationship between Psychological Sex Type and Communication Apprehension.
ED 214 215

Communication Problems
The Relationship between Psychological Sex Type and Communication Apprehension.
ED 214 215

Communication Research
Comparative Evaluation of Political Candidates: Implications for the Voter Decision Making Process.
ED 214 223

A Comparison of the Effects of Sex and Status on the Perceived Appropriateness of Nonverbal Behaviors.
ED 214 222

Conversational Processing: The Effects of Themes and Attention-Focusing Strategy on Comprehension, Recall Accuracy, and Uncertainty Reduction.
ED 214 216

An Evaluation of Gender and Psychological Sex Type as Variables in Communication Research.
ED 214 217

The Relationship between Communicator Attitudes and Communication Behavior: Initial Evidence.
ED 214 209

The Relationship between Psychological Sex Type and Communication Apprehension.
ED 214 215

Student Teacher Conversations about Writing: Shifting Topics in the Writing Conference.

ED 214 181

Communication Skills
The Challenge of Including Technical Communications in the Vocational Occupational Programs in the Two-Year College.
ED 214 212

Communicate Effectively. Work Maturity Skills. Competency 5.0.
ED 214 020

Communication Competence: A K-12 Interdisciplinary Approach.
ED 214 205

Communication in Health Occupations: I General. Health Occupations Education Module.
ED 213 956

A Theoretical Model for Developing Speech Communication Competencies in the Basic Speech Course.
ED 214 214

Young Children's Drawings as Related to Basic Communication Skills. Research Monograph No. 31.
ED 214 653

Communications
Consultant Report for The People's Republic of the Congo (November 5-December 8, 1981): The Results of a Workshop to Develop Nutrition Education Materials.
ED 214 731

The Language of the Bureaucracy. Document Design Project, Technical Report No. 15.
ED 214 371

Media Education. A Report on the Media Education Conference Jointly Held by the Scottish Film Council, Jordanhill College of Education, and the Scottish Council for Educational Technology (Dowanhill, Glasgow, November 29, 1980).
ED 214 499

Media Education in Scotland. Outline Proposals for a Curriculum.
ED 214 498

Communications Satellites
Towards a Model for Satellite-Based Instruction at the University of Victoria. Report on the ANIK-B Experimental Project, September 1979 to June 1980. Summary Report.
ED 214 492

Communicative Competence (Languages)
Communicative Competence of Kindergarten Children: A Sociolinguistic Perspective.
ED 214 387

Communicator Style
The Relationship between Communicator Attitudes and Communication Behavior: Initial Evidence.
ED 214 209

Communism
Chinese Libraries and Library Education, 1949-1980: Truth and Myth in the People's Republic of China.
ED 214 516

Community Action
Alcoholism and the Hispanic: A Mutual Concern El Alcoholismo y Los Hispanos Una Preocupacion Nacional. Proceedings of the National Hispanic Conference on Alcoholism (San Antonio, Texas, September 7-10, 1981).
ED 214 710

Community Development FFA Style.
ED 214 726

Missing Children. Hearing Before the Subcommittee on Investigations and General Oversight of the Committee on Labor and Human Resources, United States Senate, Ninety-Seventh Congress, First Session (October 6, 1981).
ED 214 671

Community Attitudes
Educating Students Today for a Place in Society Tomorrow: The Lake Washington School District Futures Study. A Research Report.
ED 214 270

The Impact of Minority Presence in Girl Scouting on White and Minority Communities. Executive Summary.
ED 215 015

Community Centers
Servol: An Education and Community Development Project in Trinidad. Advisory Mission Report, October 11-18, 1981.
ED 213 973

Community Change
Energy and the Transformation of a Metropolitan Landscape: Contrasting Contemporary and Future Settlement Geographies.
ED 214 815

Community Characteristics
Path Analytic Frameworks for Behavioral Health Needs Assessment.
ED 214 069

Utilizing Community Resources in the Classroom: An In-service Reference Collection.
ED 214 927

Community College Goals Inventory
Community College Goals Inventory (CCGI).
ED 214 612

Community College Humanities Association
The Review and Proceedings of the Community College Humanities Association, Number 3.
ED 214 569

Community Colleges
The American Indian Controlled Community College Movement.
ED 214 611

Center for Small Business Annual Report.
ED 214 595

The Center for the Improvement of Teaching and Learning: Exploring New Directions in Community College Research.
ED 214 573

A Collective Bargaining Contract Analyzer for Community Colleges.
ED 214 575

Community Colleges in England and Wales.
ED 214 564//

Course Registration Report: University of Hawaii, Community Colleges, Fall 1981.
ED 214 556

Estimating the Effects of College, Department, Teacher and Course on Course Completion Rates.
ED 214 579

Maintaining Quality in Troubled Times. Pacific Rim Association for Higher Education Annual Conference (2nd, Seattle, Washington, October 13-14, 1981).
ED 214 483

Maryland Community Colleges: 1981 Program Evaluations.
ED 214 605

On the History and Future of the American Junior College: A Bibliography of Edmund J. Gleazer, Jr. Public Administration Series: Bibliography.
ED 214 586

Organization Development: Change Strategies. New Directions for Community Colleges, Number 37.
ED 214 594

Postsecondary Occupational Education: National Trends, Issues, and Potential Implications for Texas Public Community/Junior Colleges.
ED 214 591

Proposition 13: Its Effects on the Missions of the California Community College System Reviewed with Recommendations for the Future and Perceptions of the Management Rights Clause by Managers in CCC's California Community Colleges . Management Report, 1981-2/3.
ED 214 561

Putting America Back to Work: A Concept Paper.
ED 214 577

The Review and Proceedings of the Community College Humanities Association, Number 3.
ED 214 569

Review and Synthesis of Research and Development in Technical Education in Community Colleges, 1978-1981.
ED 214 568

A Review of Youth Services as a Component of the LACCD: Completed as a Part of the Feasibility Study Directed toward the Improvement of Occupational/Technical Education in the San Fernando Valley.
ED 214 604

Starting a Telecourse Program.
ED 214 565

Strategic Planning: The Long Range Future of Community Colleges. A Report by the Projections Committee on Accreditation Reaffirmation at the College of the Mainland. Part I.
ED 214 601

Student Attrition at the Community College: The Need for Conceptual Clarification.
ED 214 609

Trends in Enrollment and Degrees Granted, 1948-1980: State University of New York.
ED 214 424

Washington Community Colleges Factbook, Academic Year 1980-81.
ED 214 562

Washington Community Colleges Fall Quarter Report, 1981.
ED 214 593

Community Development
Community Development FFA Style.
ED 214 726
Integrated and Early Childhood Education: Preparation for Social Development. Summary Report and Conclusions, Eastern Hemisphere Seminar (2nd, Salisbury, Zimbabwe, February 24-March 7, 1981).
ED 214 625
Servol: An Education and Community Development Project in Trinidad. Advisory Mission Report, October 11-18, 1981.
ED 213 973

Community Education
Community Education, Arizona Style. A First Year Overview for the New Coordinator.
ED 213 981

Community Influence
Community Involvement in Ethnic Television.
ED 215 050

Community Involvement
The Employment Situation in Selected Communities on the Lower Eastern Shore of Maryland.
ED 215 012
The Enabler Model of Early Childhood Training and Program Development.
ED 214 663
Urban Youth, Their Long-Term Employment Prognosis and Necessary Remedial and Corrective Action.
ED 215 065

Community Programs
Determinants of Service Expansion in Local Communities: Organizational Needs or Needs of the Elderly?
ED 214 079
The Employment Situation in Selected Communities on the Lower Eastern Shore of Maryland.
ED 215 012
Marketing and Distributive Education. Community/Work-Based Programs.

An Instructor's Guide to Program Strategies. Cooperative Vocational Education; Vocational Work Experience Education; Community Classroom.
ED 213 946
Servol: An Education and Community Development Project in Trinidad. Advisory Mission Report, October 11-18, 1981.
ED 213 973

Community Resources
Early Childhood Development Cultural Considerations Commonalities, Variables, and Local Community Determinants for Program Modules.
ED 214 692
Utilizing Community Resources in the Classroom: An In-service Reference Collection.
ED 214 927

Community Role
Desegregating Public Schools: A Handbook for Local Officials.
ED 215 005

Community Satisfaction
Citizen Satisfaction with Public Service Delivery: A Comparative Study of Citywide vs. Subarea Analysis.
ED 215 059

Community Schools
Community Colleges in England and Wales.
ED 214 564//

Follow Through Resource Center: Community School 77. Final Evaluation Report, 1980-1981.
ED 215 021

The Promotional Gates Program: Mid-Year Assessment and Analysis of January, 1982 Test Results. Evaluation Report.
ED 215 011

Community Services
Center for Small Business Annual Report.
ED 214 595

Community-Based Learning and Service: The Impact of an Innovation.
ED 214 293

Guidelines for Projects in Community Service: A College-Credit Course in Volunteer, Off-Campus Community Work, Career Exploration, On-the-Job Experience.
ED 214 551

Job Placement in Employment and Training Programs. An Action Planning Guidebook.
ED 213 995

Social Adaptation of Refugees. A Guide for Service Providers.
ED 214 404

Community Study
Community Development FFA Style.
ED 214 726

Commuting Students
Accessible Transit: A Survey of the Riders of Wheelchair-Accessible Buses at the University of Minnesota.
ED 214 476

Comparative Analysis
A Comparison of the One-, the Modified Three-, and the Three-Parameter Item Response Theory Models in the Test Development Item Selection Process.
ED 214 994

Exploring the Concept of School Renewal: Contextual Differences between More and Less Renewing Schools.
ED 214 302

Measuring Density of Details in Composition and Content Courses.
ED 214 171

Profile of American Youth: 1980 Nationwide Administration of the Armed Services Vocational Aptitude Battery.
ED 214 976

Utilization and Effects of Alternative Measures of Comparability: Executive Summary.
ED 214 953

Comparative Education
The Admission and Academic Placement of Students from Selected South American Countries: Bolivia, Brazil, Paraguay, Uruguay. A Workshop Report, September-October, 1977.
ED 214 451

The Admission and Placement of Students from Latin America: A Workshop Report. Brazil, Central America, (Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua, Panama), Colombia, Venezuela.
ED 214 449

The Comparative Functionality of Formal and Non-formal Education for Women. Report on Phase I.
ED 214 807

The Differential Impact of Educational Innovations on Girls and Women: Media-Based Instruction and Curriculum Revision. Phase II, Curriculum Revision as if Women Mattered.
ED 214 808

Compensation (Remuneration)
Paid Early Field Experience for College Education Majors.
ED 214 934

The Scope of Faculty Collective Bargaining: An Analysis of Faculty Union Agreements at Four-Year Institutions of Higher Education. Contributions to the Study of Education, Number 2.
ED 214 444//

Compensatory Education
A Comparison of College Freshman Achievement in Remedial English Courses and in Freshman Composition Courses at a Two-Year College.
ED 214 615

Evaluation Report: ESEA Title I Projects, Fiscal Year 1981.

ED 215 023

Executive Abstracts, 1980-81.

ED 215 018

The Project: Education and Social Environment, Rotterdam (The Netherlands). Management Assessment Paper.

ED 215 041

A Summer Enrichment and Reinforcement Program in the School of Veterinary Medicine at Tuskegee Institute, Alabama. A Program Designed to Respond to a Challenge: Increased Minority and Disadvantaged Representation in Veterinary Medicine.

ED 215 032

Competence

Mediocrity or Excellence: An Identity Crisis in Gestalt Therapy Training.

ED 214 062

Competency Based Education

Apply for Jobs. Job Search. Competency 3.0.

ED 214 027

Assisting with Nutritional Needs. Instructor's Guide, Option A, and Option B.

ED 213 821

Communicate Effectively. Work Maturity Skills. Competency 5.0.

ED 214 020

Competency-Based Business Education (Grade Levels 9-12). Vocational Education Curriculum Guide. Bulletin 1662.

ED 213 937

Competency Testing: A Review of the Literature. Evaluation Report.

ED 214 974

Cooperate with Others. Work Maturity Skills. Competency 7.0.

ED 214 022

Critical Factors for Implementing Competency-Based Education.

ED 214 260

Exhibit Positive Work Attitudes. Work Maturity Skills. Competency 2.0.

ED 214 017

First Grade Activities Guide.

ED 214 690

Handle the Job Offer. Job Search. Competency 5.0.

ED 214 029

In-Service Training for Instructors Designed to Build the Necessary Skills Needed to Plan, Develop, and Implement Competency-Based Vocational Education. Final Report (July 1, 1980-June 30, 1981).

ED 213 823

Interview for the Job. Job Search. Competency 4.0.

ED 214 028

Job Search Program Guide.

ED 214 024

Job Search Skills Instructor Guide.

ED 214 023

Making the Public Schools Work: Urban Education in the '80s. FOCUS 9.
ED 215 033

Minimum Competency Doesn't Mean Minimum Teaching.
ED 214 104

Practice Ethical Behavior. Work Maturity Skills. Competency 4.0.
ED 214 019

Practice Good Work Habits. Work Maturity Skills. Competency 3.0.
ED 214 018

Present a Positive Image. Work Maturity Skills. Competency 1.0.
ED 214 016

Retailing I: A Foundation for Marketing and Distributive Education Curriculum Development.
ED 213 933

A Theoretical Model for Developing Speech Communication Competencies in the Basic Speech Course.
ED 214 214

Toward Competency. A Guide for Individualized Instruction. Student Edition. Revised.
ED 214 312

Work Maturity Skills Instructor Guide.
ED 214 014

Work Maturity Skills Program Guide.
ED 214 015

Competency Based Teacher Education

Basic Education: Fundamentally a Concern for Competent, Effective Teachers.
ED 214 857

Compliance (Legal)

Assistance and Enforcement as Strategies for Knowledge Transfer and Program Reform.
ED 214 252

Federal Nondiscrimination Regulations: A Procedural Compliance Handbook. Draft.
ED 215 007

Goal Ambiguity and Organizational Decoupling: The Failure of Rational Program Implementation.
ED 214 259

Lau vs. Nichols Implementation Study within the Alhambra City School District.
ED 214 295

Recommendations for Relief from Burdensome State Mandates.
ED 214 238

Componential Analysis

The Problem and Problem Delineation Techniques. Phi Delta Kappa Occasional Paper No. 1.
ED 214 969

Comprehension

Expressivity in Children's Drawings: A Longitudinal Analysis.

ED 214 676
Mothers' Requests for Clarification and Children's Responses in Past Event Reporting.
ED 214 659
Recall of Scripts by Preschool Children.
ED 214 660
Television Advertising and Children: Issues, Research and Findings.
ED 214 645
What Pictures Can and Can't Do for Children's Story Understanding.
ED 214 664

Comprehension Monitoring
Comprehending Procedural Instructions: The Influence of Metacognitive Strategies.
ED 214 130

Comprehensive Employment and Training Act
Career Education Materials for Employment and Training Programs. Catalog.
ED 213 997
Intake: Alternatives for Facilitating Participant Entry. An Action Planning Guidebook.
ED 213 992

Compressed Air Equipment
Safety for Compressed Gas and Air Equipment. Module SH-26. Safety and Health.
ED 213 860

Compressed Gas Equipment
Safety for Compressed Gas and Air Equipment. Module SH-26. Safety and Health.
ED 213 860
Welding, Cutting and Brazing Safety. Module SH-28. Safety and Health.
ED 213 862

Computation
The P.K. Yonge Basic Mathematics Computation Skills System: A Program of Individualized Instruction with an Emphasis on Discrete Elements of Computation Skills. Research Monograph No. 33.
ED 214 799
Teaching Decimal Math with Calculators.
ED 214 290//

Computer Analysis
Bible References by Computer for Adult Reading Teachers.
ED 214 114

Computer Assisted Instruction
Computer Analyzed Stress-Episode Cards: A Self-Awareness Feedback Technique.
ED 214 037
Computer-Assisted Instruction in the ESL Curriculum.
ED 214 391
Computer-Assisted Instruction. Research on School Effectiveness

Project: Topic Summary Report.
ED 214 707

Computer Literacy in Higher Education. AAHE-ERIC/Higher Education Research Report No. 6, 1981.
ED 214 446

Computer Literacy: The New Mandate for General Education in the 80's.
ED 214 610

A Computer Program for Invention and Feedback.
ED 214 177

Computer Technology and Reading Instruction: Perspectives and Directions.
ED 214 131

How Real Is a Computer Simulation?
ED 214 377

Linking Californians for Learning: Next Steps for Telecommunications in California Postsecondary Education. Commission Report 81-28.
ED 214 530

PLATO in the Community College: Students, Faculty and Administrators Speak Out.
ED 214 549

Teaching Writing with the Computer as Helper. AACJC Pocket Reader 2.
ED 214 583

Computer Literacy

Computer Literacy in Higher Education. AAHE-ERIC/Higher Education Research Report No. 6, 1981.
ED 214 446

Computer Technology and Reading Instruction: Perspectives and Directions.
ED 214 131

Computer Managed Instruction

Development of a Junior College CMI Computer-Managed Instruction Reading Instruction Program.
ED 214 613

Teaching Writing with the Computer as Helper. AACJC Pocket Reader 2.
ED 214 583

Computer Oriented Programs

Computer Literacy: The New Mandate for General Education in the 80's.
ED 214 610

The CSS Guide to Implementing Financial Aid Data Processing Systems.
ED 214 478

Teaching Writing with the Computer as Helper. AACJC Pocket Reader 2.
ED 214 583

The Use of Small Computers in ARL Libraries. SPEC Kit #77.
ED 214 540

Using Microcomputers for Cognitive Rehabilitation.
ED 214 501

Computer Programs

A Computer Program for Invention and Feedback.

ED 214 177
Computer Technology and Reading Instruction: Perspectives and Directions.
ED 214 131
Using Microcomputers for Cognitive Rehabilitation.
ED 214 501

Computer Science
Business/Office Occupations Data Processing Data Processing Concepts, Data Entry Operator, Computer Operator, Computer Programmer, Systems Analyst.
ED 213 945
Computer-Based National Information Systems. Technology and Public Policy Issues.
ED 214 500

Computer Science Education
Computer Literacy in Higher Education. AAHE-ERIC/Higher Education Research Report No. 6, 1981.
ED 214 446

Computer Technicians
Working with Equipment. CAP Job Function.
ED 214 011

Computers
Computer-Based National Information Systems. Technology and Public Policy Issues.
ED 214 500
Documentation Centre of the Association of African Universities.
ED 214 545

Concept Formation
Conceptual Development and Early Multiword Speech.
ED 214 640
Contextual Constraints on the Comprehension of Before'' and After''.
ED 214 678
Identifying Different Levels of Understanding Attained by Physics Students. Final Report.
ED 214 755
Self-Presentation: A Conceptualization and Model.
ED 214 047
The Social Origins of Comprehension Skills at the Pre-Reading Level.
ED 214 116

Concept Teaching
Substance Abuse Education Syllabus, Grades 3-4-5.
ED 215 028
Teaching Global Awareness with Simulations and Games. Grades 6-12. Global Awareness Series.
ED 214 838

Conferences
Boycott as a Persuasive Tactic in Attempting to Ratify E. R. A.

ED 214 224

Conference Model: Guidelines...for Science Supervisors on How to Conduct a Successful Leadership Conference.
ED 214 803

Implementing a State Wide Family Day Care Conference.
ED 214 669

Undisciplined Social Studies: An Analysis of NCSS Programs, 1976-1980.
ED 214 850

Confidential Employees

What Is a Confidential Employee? Management Report 1981-2/5.
ED 214 607

Confined Spaces

Working Safety in Confined Spaces. Module SH-32. Safety and Health.
ED 213 866

Confirmatory Factor Analysis

Internal Construct Validity of the Career Skills Assessment Program.
ED 214 987

Conflict

Conflict Activity Cards.
ED 214 844

Teaching about Conflict: Northern Ireland. Cultural Studies Series, Volume 5.
ED 214 843

Conflict Resolution

Bargaining: Power, Tactics and Outcomes.
ED 214 420//

Reminiscence and Its Relationship to the Psychological Adjustment of the Elderly.
ED 214 053

Teaching about Conflict: Northern Ireland. Cultural Studies Series, Volume 5.
ED 214 843

Congo

Consultant Report for The People's Republic of the Congo (November 5-December 8, 1981): The Results of a Workshop to Develop Nutrition Education Materials.
ED 214 731

Congruence (Psychology)

Assessing Attitudinal Congruency: A Case for Absolute (As Well As Relative) Indices. A Study of Schooling in the United States. Technical Report Series, No. 12.
ED 214 882

Self-Presentation: A Conceptualization and Model.
ED 214 047

Sex Role Orientation and Self-Esteem: A Critical Meta-Analytic Review.
ED 214 032

Sex Role Self-Concept and Depression: A Path-Analytic Approach.
ED 214 034

Connecticut
A Guide to Curriculum Development in Health and Safety.
ED 214 929

Connecticut School Effectiveness Project
Measuring and Validating the Characteristics of Instructionally Effective Schools in Connecticut.
ED 214 979

Connecticut State Department of Education
A Guide to Curriculum Development in Mathematics.
ED 214 800

Conservation (Environment)
Youth Conservation Corps and Young Adult Conservation Corps. Hearings before a Subcommittee of the Committee on Government Operations, House of Representatives. Ninety-Seventh Congress, First Session (June 25 and July 17, 1981).
ED 213 975

Conservation Education
Energy Use and the Environment. Concepts & Activities for the Classroom: Mathematics Module. Environmental Education Supplementary Instructional Guide.
ED 214 794

Teaching Natural Resource Management Through Environmental Education Activities.
ED 214 752

Consortia
A Model Continuing Education Needs Assessment/Response System in Science and Engineering. Summary Report.
ED 214 790

Constitutional History
The Federalist Papers Reexamined.
ED 214 856

Construction (Process)
Safety and Concrete, Forms, and Shoring. Module SH-37. Safety and Health.
ED 213 871

Construction Industry
Steel Erection Safety. Module SH-39. Safety and Health.
ED 213 873

Construction Materials
Drywall. Pre-Apprenticeship Phase 2 Training. Instructor's Guide.
ED 213 899

Drywall. Pre-Apprenticeship Phase 2 Training. Student Training Modules.
ED 213 900

Consultants
The Acquisition of Consultation Skills by Means of Two Simulation Techniques for Regular Class Teachers Engaged in Joint Planning of Educational Programs for Learning Disabled Children. Final Performance

Report.
ED 214 341

Management Review of Evaluation Practice.
ED 214 983

Consultation Programs
The Enabler Model of Early Childhood Training and Program Development.
ED 214 663

Consumer Economics
Consumer Education for Families with Limited Incomes. Revised.
ED 213 926

Teaching about the Consumer and the Global Marketplace. Grades 4-12, Global Awareness Series.
ED 214 840

Consumer Education
Consumer Education for Families with Limited Incomes. Revised.
ED 213 926

Teaching about the Consumer and the Global Marketplace. Grades 4-12, Global Awareness Series.
ED 214 840

Teaching Consumer Skills and How to Survive in America.
ED 214 847

Content Analysis
The American Indian Social Studies Curriculum Activity Guide, K-6.
ED 214 736

An Examination of Ethnic Content in Nine Current Basal Reading Series.
ED 214 101

Research Trends in School Psychology: 1974-1980.
ED 214 068

State and District Curriculum Guides: One Aspect of the Formal Curriculum. A Study of Schooling in the United States. Technical Report Series, No. 9.
ED 214 879

Statement of Goals and Purposes: Earliest Learning Materials and Safety Education.
ED 214 128

Content Area Reading
A Classroom Teacher's Guide to Reading Improvement in Middle School Language Arts. Revised Edition. Resource Monograph No. 18.
ED 214 125

A Classroom Teacher's Guide to Reading Improvement in Middle School Science. Resource Monograph No. 19.
ED 214 123

A Classroom Teacher's Guide to Reading Improvement in Middle School Social Studies. Revised Edition. Resource Monograph No. 17.
ED 214 122

A Comparative Analysis of Miscues in Content Area Reading.
ED 214 107

Construction and Practicability of Cloze Procedures in Diagnosis and

Establishing Support Programs in College Reading.
ED 214 105

An Examination of the Content Area Reading Inservice Program at Fort Wayne Community Schools.
ED 214 140

Knowing and Caring Toward an Effective Social Studies Reading Program.
ED 214 146

Organizational Strategies to Increase Content Area Learning: Webbing, Pyramiding, and Think Sheets.
ED 214 139

Context Effect
Contextual Constraints on the Comprehension of Before'' and After''.
ED 214 678

Kindergarten and First-Grade Children's Strategies for Solving Addition and Subtraction Problems in Abstract and Verbal Problem Contexts. Report from the Program on Studies in Mathematics. Technical Report No. 583.
ED 214 652

Continuing Education
Coordination of NSF Projects in the Area of Continuing Education for Scientists and Engineers.
ED 214 789

The Development of Standards to Ensure the Competency of Physician Assistants. Volume III of V: Development of a Self-Assessment Examination for Physician Assistants. Final Report, July 1, 1976-August 14, 1979.
ED 213 918

The Development of Standards to Ensure the Competency of Physician Assistants. Volume I of V: Summary Report. Final Report, July 1, 1976-August 14, 1979.
ED 213 916

The Development of Standards to Ensure the Competency of Physician Assistants. Volume IV of V: Assessment of the Applicability of the Individual Physician Profile Program for Physician Assistants. Final Report, July 1, 1976-August 14, 1979.
ED 213 919

The Development of Standards to Ensure the Competency of Physician Assistants. Volume V of V: The Design of a System of Accreditation and Maintenance of a Roster of CME Programs for Physician Assistants. Final Report, July 1, 1976-August 14, 1979.
ED 213 920

A Model Continuing Education Needs Assessment/Response System in Science and Engineering. Summary Report.
ED 214 790

The Preschool Teacher as an Adult Learner.
ED 214 656

Skyline Older Adult Program: A Developing Concept.

ED 214 622

Continuity
School Contingencies in the Continuation of Planned Change.
ED 214 292

Contraception
Knowledge and Use of Contraception in Twenty Developing Countries. Reports on the World Fertility Survey 3.
ED 214 673

The World Fertility Survey: Charting Global Childbearing.
ED 214 672

Contracts
An Assessment of the Involvement of the LACCD Los Angeles Community College District in Contract Education for Foreign Students: Completed as Part of the Feasibility Study Directed toward the Improvement of Occupational/Technical Education in the San Fernando

Valley.
ED 214 603

Negotiations and the Manager in Public Education. A Sourcebook for School Business Officials, School Board Members and Other School Administrators.
ED 214 230

Superintendent Contracts: What Should They Say?
ED 214 227

Contrastive Linguistics
No Case for Convergence: The Puerto Rican Spanish Verb System in a Language Contact Situation. Centro Working Papers 5.
ED 214 386

Conventional Instruction
Computer-Assisted Instruction. Research on School Effectiveness Project: Topic Summary Report.
ED 214 707

Direct Instruction. Topic Summary Report. Research on School Effectiveness Project.
ED 214 909

Teachers' Educational Beliefs. A Study of Schooling in the United States. Technical Report Series, No. 14.
ED 214 884

What You See is What You Get: A Summary of Observations in Over 1000 Elementary & Secondary Classrooms. A Study of Schooling in the United States. Technical Report Series, No. 29.
ED 214 897

Conversation
Conversational Processing: The Effects of Themes and Attention-Focusing Strategy on Comprehension, Recall Accuracy, and Uncertainty Reduction.
ED 214 216

Mothers' Requests for Clarification and Children's Responses in Past Event Reporting.
ED 214 659

Conveyors
Safety Features of Material and Personnel Movement Devices. Module SH-25. Safety and Health.
ED 213 859

Cooks
Oklahoma Handbook: Child Nutrition Programs. Revised Edition.
ED 214 670

Working with Equipment. CAP Job Function.
ED 214 011

Cooperation
Cooperate with Others. Work Maturity Skills. Competency 7.0.
ED 214 022

A Partnership of Caring: A Blueprint for Social Action.
ED 214 082

Teaching About Cooperation.
ED 214 902

Cooperative Education
Academic Cooperative Education at North Lake College: A Commitment to the 1980's.
ED 214 554

Cooperative Education, Experiential Learning, and Personal Knowledge.
ED 214 426

Correlating Vocational Education with Labor Market Needs Through the Internship Program. Exemplary Project and Final Report.
ED 213 948

The Future of Teaching in the Community College.
ED 214 617

Handbook for General Cooperative Education Teacher-Coordinators in Louisiana. Bulletin 1669.
ED 213 938

Handbook for Marketing and Distributive Education Teacher-Coordinators in Louisiana. Bulletin 1170.
ED 213 939

Health Occupations Curriculum Guide, 1981. Vocational Education Curriculum Guide. Bulletin No. 1635.
ED 213 940

Proven Partners: Business, Labor, and Community Colleges. AACJC Pocket Reader 1.
ED 214 582

Cooperative Planning

How to Work Effectively with Alumni Boards.
ED 214 434

International Federation of Library Associations Annual Conference Papers. Bibliographic Control Division; Bibliography and Cataloguing Sections (47th, Leipzig, East Germany, August 17-22, 1981).
ED 214 508

Cooperative Programs

Case Studies of Three Urban University-School Collaboratives Mandated for the Improvement of Educational Practice. Executive Summary.
ED 215 046

Case Studies of Three Urban University-School Collaboratives Mandated for the Improvement of Educational Practice. Volume I, Final Report. Revised.
ED 215 044

Case Studies of Three Urban University-School Collaboratives Mandated for the Improvement of Educational Practice. Volume II, Final Report.
ED 215 045

Shoulders to the Wheel: Energy-Related College/Business Cooperative Agreements.
ED 214 584

U. T. R. Unit Treatment Rehabilitation Program.
ED 214 600

Coordination

Coordination of NSF Projects in the Area of Continuing Education for Scientists and Engineers.
ED 214 789

Coordinators

Community Education, Arizona Style. A First Year Overview for the New Coordinator.
ED 213 981

Coping

Is Aging Stressful?
ED 214 085

A Report on the Relationships among the How I See Myself Questionnaire, Behavior Rating Scales and Achievement.
ED 215 058

Widowhood Fantasies: Incidence, Characteristics, and Potential Function.

ED 214 033

Core Curriculum
Foundations in Gerontological Education: Issues and Dilemmas for Students.
ED 214 084
A Study of the Requirements and Business Training Procedures for Word Processing Personnel with Implications for Word Processing Curriculum Development in Two-Year Postsecondary Institutions.
ED 213 987

Corporate Education
Corporate Education: Threat or Opportunity? AAHE-ERIC/Higher Education Research Currents.
ED 214 453

Correctional Institutions
The Future Direction of Correctional Services for Adult Offenders.
ED 215 054

Correctional Rehabilitation

Correctional Retraining in the Navy: An Evaluation. Final Report, FY80-81.
ED 213 911

Correlation
Assessing Attitudinal Congruency: A Case for Absolute (As Well As Relative) Indices. A Study of Schooling in the United States. Technical Report Series, No. 12.
ED 214 882
A Causal Analysis of Satisfaction, Performance, Work Environment and Leadership in Selected Secondary Schools. A Study of Schooling in the United States. Technical Report Series, No. 31
ED 214 898
An Instance of Convergence of Behavioral Assessments and Inventory Measures of Traditionally Defined Traits.
ED 214 042
Inter-Relationships between Self-Estimates of Aptitudes and Tested Abilities on the GATB.
ED 214 962
An Investigation of the Relationship Between a Measure of Functional Literacy and Level of Functioning in Society.
ED 214 997
Television Viewing Behavior and the Development of Reading Skills: Survey Evidence.
ED 214 150

Correspondence Study
The Green Chair Group. Predicting Distant Education in the Year 2001. Final Report.
ED 213 927

Cosmetology
Arranging. CAP Job Function.
ED 214 004

Cost Effectiveness
A Cause for National Pause: Title I Schoolwide Projects.
ED 214 996
Financial Analysis for Academic Units. AAHE-ERIC/Higher Education Research Report No. 7, 1981.

ED 214 450

Cost Indexes
Financial Analysis for Academic Units. AAHE-ERIC/Higher Education Research Report No. 7, 1981.
ED 214 450

Costs
Update on Teacher Absenteeism.
ED 214 257

Counseling
Correctional Retraining in the Navy: An Evaluation. Final Report, FY80-81.
ED 213 911

Counseling Effectiveness
Relationship between Degree of Choice in Client's Language and Therapy Outcome.
ED 214 060
Research into the Development of Affective Instruments in the Lansing School District, Final Report. Part 1: The Development of an Instrument to Measure the Effect of Counseling Services on Elementary Children in Grades Three through Six and Part 2: The Development of an Instrument to Measure the Effects of Counseling Services on Elementary Children in Grades One and Two.
ED 214 939

Counseling Objectives
Counselor Accountability Model of Grossmont College: A Working Paper.
ED 214 581

Counseling Services
Report of the Task Force on School Counseling and Guidance in Alberta: Planning and Research.
ED 214 087

Counseling Techniques
The Acquisition of Consultation Skills by Means of Two Simulation Techniques for Regular Class Teachers Engaged in Joint Planning of Educational Programs for Learning Disabled Children. Final Performance Report.
ED 214 341
A Comparative Study of Sampling Procedures in Counseling Process Research.
ED 214 039
Counseling and Accommodating the Student with Learning Disabilities.
ED 214 338

Counselor Certification
Drug Program Report: Credentialing.
ED 214 036
Requirements for Certification for Elementary Schools, Secondary Schools, Junior Colleges, Teachers, Counselors, Librarians, Administrators. Forty-seventh Edition, 1982-83.
ED 214 931//

Counselor Client Relationship
Relationship between Degree of Choice in Client's Language and Therapy Outcome.
ED 214 060

Counselor Evaluation
A Comparative Study of Sampling Procedures in Counseling Process Research.
ED 214 039

Counselor Role
Counseling the Bilingual Student. Searchlight Plus: Relevant Resources in High Interest Areas, 54 .
ED 214 050

Counselor Accountability Model of Grossmont College: A Working Paper.
ED 214 581

Serving Minority Children in Rural Settings: A Personal Perspective.
ED 214 045

A Study of Volunteers in Drug Abuse Programs. Treatment Research Report.
ED 214 048

Counselor Training

Developing Interculturally Skilled Counselors: Process and Productivity of the Project.
ED 214 044

A Family Counseling Sequence in Counselor Education.
ED 214 040

Preventing Burnout through Counselor Training.
ED 214 075

Using an Experiential Group To Teach a Group Therapy Course.
ED 214 059

Counselors

Counselor Accountability Model of Grossmont College: A Working Paper.
ED 214 581

County Programs

Regional, Rural Home ABE Program Spells Impact.
ED 214 747

Course Content

Education That is Multicultural: A University's Response.
ED 214 913

English Language Teaching by Foreigners in Harbin, Northeast China.
ED 214 396

Limiting Opportunity: Student Race and Curricular Differences in Secondary Vocational Education. A Study of Schooling in the United States. Technical Report Series, No. 28.
ED 214 896

Outdoor Education: A Unique Experience for Student Teachers at U.N.B.'s Faculty of Education.
ED 214 739

Science in Society, Teacher's Guide.
ED 214 754//

Teacher Perceived Sources of Influence on What is Taught in Subject Areas. A Study of Schooling in the United States. Technical Report Series, No. 15.
ED 214 885

Course Evaluation

Assessing a Controversial In-Service Program: An Action Research Approach.
ED 214 971

Course Objectives

Alabama Course of Study. Physical Education. Bulletin 1981, No. 5.
ED 214 915

Course Organization
World History as a General Education Course at a Liberal Arts College.
ED 214 830

Courses
Course Registration Report: University of Hawaii, Community Colleges, Fall 1981.
ED 214 556

Estimating the Effects of College, Department, Teacher and Course on Course Completion Rates.
ED 214 579

Court Litigation
Desegregating Public Schools: A Handbook for Local Officials.
ED 215 005

The Impact of American Jurisprudence on American Education.
ED 214 262

Court Role
The Impact of American Jurisprudence on American Education.
ED 214 262

Creationism
Status Assessment: Act 685-Balanced Treatment for Creation-Science and Evolution-Science.
ED 214 781

Creative Activities
Guided Imagery in the Classroom: An Enhancement to Learning.
ED 214 365

Partners: Math, Science, Social Studies, Language Arts. Ideas for the Art Part of the Interrelated Curriculum of the Elementary Classroom Teacher.
ED 214 914//

Creative Development
Children's Dance. Revised Edition.
ED 214 921

Educating Verbally Gifted Youth. Fastback 176.
ED 214 160

Creative Dramatics
Releasing the Remedial Reader's Creative Power.
ED 214 141

Creative Thinking
Art, Music and Crafts in Secondary Education: Their Purpose and Effect.
ED 214 832

Releasing the Remedial Reader's Creative Power.
ED 214 141

Creativity
The Creative Influence: What Is It?
ED 214 822

Teacher Response to Gifted Middle School Students.
ED 214 284//

Creativity Research
The Creative Influence: What Is It?
ED 214 822

Credentials
Drug Program Report: Credentialing.
ED 214 036

Up the Down Escalator: How to Open the Door. Comments on Professionalism and Academic Credentials in Child Care.
ED 214 655

Utilizing Experiential Learning in Assessing Occupational Competencies of T&I Instructors.
ED 213 820

Crime
An Ecological Study of Crime in Rural Ohio.
ED 214 717

Employment and Crime: A Review of Theories and Research.
ED 213 980

Crisis Intervention
A Historical Perspective on the Treatment of Incest.
ED 214 041

Criterion Referenced Tests
The Development of Standards to Ensure the Competency of Physician Assistants. Volume III of V: Development of a Self-Assessment Examination for Physician Assistants. Final Report, July 1, 1976-August 14, 1979.
ED 213 918

Critical Reading
Classroom Questioning Techniques: The T.V. Taxonomy of Questions.
ED 214 143

Listening, Study Skills, and Reading: Measuring and Meeting College Freshman Needs in the 1980's.
ED 214 111

Media Education. A Report on the Media Education Conference Jointly Held by the Scottish Film Council, Jordanhill College of Education, and the Scottish Council for Educational Technology (Dowanhill, Glasgow, November 29, 1980).
ED 214 499

A Think-Aloud Protocol from a Critical Reader Reading a Study from The Journal of Reading.''
ED 214 113

Critical Thinking
Classroom Questioning Techniques: The T.V. Taxonomy of Questions.
ED 214 143

Listening, Study Skills, and Reading: Measuring and Meeting College Freshman Needs in the 1980's.
ED 214 111

Thinking through Writing: A Report on the Project, Its Evaluation, and Its Uses.

ED 214 173

Critical Viewing

Media Education. A Report on the Media Education Conference Jointly Held by the Scottish Film Council, Jordanhill College of Education, and the Scottish Council for Educational Technology (Dowanhill, Glasgow, November 29, 1980).

ED 214 499

Cross Cultural Training

Developing Interculturally Skilled Counselors: Process and Productivity of the Project.

ED 214 044

Limited English Proficiency Students in Wisconsin: Cultural Background and Educational Needs. Part II: Indochinese Students (Hmong and Vietnamese).

ED 214 373

The Social Psychology of Language: A Perspective for the 1980s. Focus, Number 5.

ED 214 381

Cultural Awareness

Developing Interculturally Skilled Counselors: Process and Productivity of the Project.

ED 214 044

Native Americans in Oklahoma, K-6.

ED 214 723

Cultural Background

Limited English Proficiency Students in Wisconsin: Cultural Background and Educational Needs. Part II: Indochinese Students (Hmong and Vietnamese).

ED 214 373

The Navajo Culture and the Learning of Mathematics. Final Report.

ED 214 708

What Shall Our Children Read? A Selected Bibliography of American Indian Literature for Young People.

ED 214 695

Women and Economic Development in Cameroon.

ED 214 694

Cultural Differences

American Study Programs in China: An Interim Report Card.

ED 214 447

Concerns for Meeting the Needs of Black Handicapped Children with Implications for Teacher Education.

ED 214 321

Cross-Cultural Differences in Self-Reported Touch Avoidance.

ED 214 206

Cross-Cultural Patterns in Achievement Motivation: Ethnic Group and Sex Comparisons in Fiji.

ED 214 058

The Moving Cultural Frontier of World Order: From Monotheism to

North-South Relations.
ED 214 854

Problems and Issues in Educating Bilingual Handicapped Children with Implications for Teacher Education.
ED 214 322

Teaching Culturally Diverse Students in Vocational Education.
ED 213 942

Writing: The Nature, Development, and Teaching of Written Communication. Volume 1, Variation in Writing: Functional and Linguistic-Cultural Differences.
ED 214 204//

Cultural Influences

Comparative Studies of Cognitive Styles: Implications for the Education of Immigrant Students.
ED 215 009

Early Childhood Development Cultural Considerations Commonalities, Variables, and Local Community Determinants for Program Modules.
ED 214 692

Integrated and Early Childhood Education: Preparation for Social Development. Theme B: Home and School - Contrasting Cultures.
ED 214 686

The Mamook Book: Activities for Learning About the Northwest Coast Indians.
ED 214 720

Meanings of Work in Different Environments and Cultures.
ED 214 099

Problems and Issues in Educating Bilingual Handicapped Children with Implications for Teacher Education.
ED 214 322

Cultural Pluralism

Developing Interculturally Skilled Counselors: Process and Productivity of the Project.
ED 214 044

Psychotherapy in a Pluralistic Society.
ED 214 046

Cultural Revolution (China)

Chinese Libraries and Library Education, 1949-1980: Truth and Myth in the People's Republic of China.
ED 214 516

Culture Conflict

African and Pacific Literature: A Comparative Study.
ED 215 036

In Search of the Silken Purse: Factors in Attrition among First-Generation Students. Revised.
ED 214 431

Social Adaptation of Refugees. A Guide for Service Providers.
ED 214 404

Current Events

Why In the World: A Teacher's Handbook.
ED 214 806

Curriculum

Oral and Written Language Development Research: Impact on the Schools. Proceedings from the 1979 and 1980 IMPACT Conferences.
ED 214 184

A Self-Portrait of the Curriculum Field, 1980 (Confessions of a Program Chair).
ED 214 824

Teaching Natural Resource Management Through Environmental Education Activities.
ED 214 752

Curriculum Design

Designing Instruction for Mastery Learning.
ED 214 916

A Guide to Curriculum Development in Mathematics.
ED 214 800

The Status of Elementary Social Studies Education in Selected Rhode Island Public Schools.
ED 214 812

Transactive Planning as a Principia Media in Rural Planning Education.
ED 214 729

Curriculum Development

Alabama Course of Study: Language Arts K-12. Bulletin 1981, No. 21.
ED 214 194

Children and the World: A Global Education Curriculum Project for the Elementary School.
ED 214 833

Children's Dance. Revised Edition.
ED 214 921

A Composition Curriculum Based on James Britton's Theories.
ED 214 182

The Differential Impact of Educational Innovations on Girls and Women: Media-Based Instruction and Curriculum Revision. Phase II, Curriculum Revision as if Women Mattered.
ED 214 808

Final Physical Science Evaluation Report. Co-operative Research Series Report No. 8.
ED 214 761

A Guide to Curriculum Development in Career Education.
ED 213 982

A Guide to Curriculum Development in Health and Safety.
ED 214 929

A Guide to Curriculum Development in Mathematics.
ED 214 800

A Guide to Curriculum Development in Physical Education.
ED 214 911

A Guide to Curriculum Development in Social Studies.

ED 214 849

Interreliance: An Energy Awareness Project for the Community Colleges. A Report of the Task Force on Energy Education.
ED 214 587

Language Arts: A Wide Spectrum of Ideas.
ED 214 193

Mathematics for Georgia Secondary Schools.
ED 214 774

Media Education in Scotland. Outline Proposals for a Curriculum.
ED 214 498

Primary Prevention in Mental Health and Social Work: A Sourcebook of Curriculum and Teaching Materials.
ED 214 423

A Prospective Curriculum Using Visual Literacy.
ED 214 520

Recommended Oral Communication Competencies (Grades 9-12).
ED 214 219

School Maths in Papua New Guinea.
ED 214 780

State and District Curriculum Guides: One Aspect of the Formal Curriculum. A Study of Schooling in the United States. Technical Report Series, No. 9.
ED 214 879

The State of a New'' Art: Philosophy for Children and Science Education.
ED 214 649

State Plan for Global Education in Florida: Findings and Recommendations.
ED 214 821

A Study of the Requirements and Business Training Procedures for Word Processing Personnel with Implications for Word Processing Curriculum Development in Two-Year Postsecondary Institutions.
ED 213 987

Supervision Manual: Social Studies Program.
ED 214 831

Texas Driver and Traffic Safety Education Teacher Preparation Guide.
ED 214 031

Toward Educational Equity for All: A Planning Guide for Integrating Multicultural/Nonsexist Education into the K-12 Curriculum.
ED 215 025

Curriculum Enrichment

A Survey Review of Studies on Specific Aspects of Teaching Outdoor Education.
ED 214 738

Curriculum Evaluation

Children and the World: A Global Education Curriculum Project for the Elementary School.
ED 214 833

Curriculum Guide: Reading Readiness.
ED 214 629

Curriculum Review Handbook: Science, 1981-82.
ED 214 756

Final Physical Science Evaluation Report. Co-operative Research Series Report No. 8.
ED 214 761

Foundations in Gerontological Education: Issues and Dilemmas for Students.
ED 214 084

How to Evaluate Your School Instructional Program. Curriculum Is a Board Member Responsibility.
ED 214 232

Merit Rating Guidelines for Kentucky Schools.
ED 214 942

Reducing the Curriculum. A Process Model.
ED 214 240

Report to the Utah State Board of Education on the Teacher Education Programs at Utah State University.
ED 214 928

Curriculum Guides
Mathematics for Georgia Secondary Schools.
ED 214 774

School Contingencies in the Continuation of Planned Change.
ED 214 292

State and District Curriculum Guides: One Aspect of the Formal Curriculum. A Study of Schooling in the United States. Technical Report Series, No. 9.
ED 214 879

Curriculum Problems
Diary Time: The Life History of an Occasion for Writing. Research Series No. 106.
ED 214 648

Curriculum Reduction
Reducing the Curriculum. A Process Model.
ED 214 240

Curriculum Research
Experiencing Research. A Study of Schooling in the United States. Technical Report Series, No. 8.
ED 214 878

Cutting Scores
Minimum Competency Testing Clarification Hearing (July 9th, 1981).
ED 215 001

Cuyahoga Community College OH
PLATO in the Community College: Students, Faculty and Administrators Speak Out.
ED 214 549

Daily Living Skills

Teaching Consumer Skills and How to Survive in America.
ED 214 847

Dance
Children's Dance. Revised Edition.
ED 214 921

A Guide to Dance Production. On With the Show.''
ED 214 922

Danville City School District VA
Moving to an Interorganizational Context for Public School Education: A Case Study.
ED 214 248

Data Analysis
Citizen Satisfaction with Public Service Delivery: A Comparative Study of Citywide vs. Subarea Analysis.
ED 215 059

The Methodology of Classroom Observation in a Study of Schooling. A Study of Schooling in the United States. Technical Report Series, No. 5.
ED 214 875

On Building an A-Posteriori Index from Survey Data: A Case for Educational Planners' Assessment of Attitudes towards an Educational Innovation.
ED 214 964

A Study of Schooling: Methodology. A Study of Schooling in the United States. Technical Report Series, No. 2.
ED 214 872

Data Collection
Dropout Identification: A Preliminary Study of the Pasco School District.
ED 215 013

Examination of Potential Management Decisions Based upon a Core Collection Derived from Last Circulation Date Data. Research Report No. 1.
ED 214 496

Measuring and Validating the Characteristics of Instructionally Effective Schools in Connecticut.
ED 214 979

Rural America in Passage: Statistics for Policy.
ED 214 742

A Study of Schooling: Methodology. A Study of Schooling in the United States. Technical Report Series, No. 2.
ED 214 872

Data Envelopment Analysis Model
Productivity in Community College Programs: A Technique for Determining Relative Efficiency.
ED 214 571

Data Processing
Business/Office Occupations Data Processing Data Processing Concepts,

Data Entry Operator, Computer Operator, Computer Programmer, Systems Analyst.
ED 213 945

The CSS Guide to Implementing Financial Aid Data Processing Systems.
ED 214 478

Dropout Identification: A Preliminary Study of the Pasco School District.
ED 215 013

Databases

CBEDS Data Users' Guide (1981 Data).
ED 214 264

Directory of Computerized Resources in Bilingual Education.
ED 214 383

Dawes Allotment Act 1887

The Little White School House: The Impact of Progressive Reform on the Social and Educational Policy of the United States Indian Service and Bureau of Indian Affairs, 1895-1940.
ED 214 712

Day Care

The Effects of Training on the Attitudes of Parents and Caregivers After a Title XX Course on 'Working with Parents'.
ED 214 650

Helping Working Parents: Child Care Options for Business.
ED 214 626

The Louise Child Care Center's Infant/Toddler Research Program: Longitudinal Behavioral Observation of Infants' Responses to Separation and Reunion in the Day Care Environment.
ED 214 628//

Day Care Centers

Status of Day Care in Canada, 1980: A Review of the Major Findings of the National Day Care Study, 1980.
ED 214 666

Daytona Beach Community College FL

Older Persons in Small Business Project: Final Report.
ED 214 596

Deaf Blind

Deaf-Blind Babies in Social Interaction: Questions of Maternal Adaptation.
ED 214 349

Deafness

Deaf Readers' Comprehension of Individual Sentences.
ED 214 325

An Identification of the Science Career Development Needs of Deaf Students.
ED 214 337

Mainstreaming the Hearing-Impaired Teacher.
ED 214 918

Death

Death Education's Quest for Maturity.
ED 214 489

Widowhood Fantasies: Incidence, Characteristics, and Potential Function.
ED 214 033

Decimal Fractions

Teaching Decimal Math with Calculators.
ED 214 290//

Decision Making
Comparative Evaluation of Political Candidates: Implications for the Voter Decision Making Process.
ED 214 223

Evaluation Workshop III: Program and Evaluation Planning. Participant Notebook. New Edition.
ED 214 957

Handle the Job Offer. Job Search. Competency 5.0.
ED 214 029

Orientation to the World of Work. Instructor Guide.
ED 213 998

Orientation to the World of Work. Program Booklet.
ED 213 999

Parents and Their Children: A Study of Congruence on Attitudes About School. A Study of Schooling in the United States. Technical Report Series, No. 13.
ED 214 883

The Place of Teachers' Beliefs in Research on Teacher Thinking and Decision Making, and on Alternative Methodology.
ED 214 864

Rational Budgeting? The Stanford Case.
ED 214 468

Small Schools: Quality Schools. Five Rooms or Less.'' Information Bulletin 31079.
ED 214 743

Teachers' Perceptions of Their Own Influence Over School Policies and Decisions. A Study of Schooling in the United States. Technical Report Series, No. 16.
ED 214 886

Decision Making Skills
Center for Bilingual Multicultural Education Research and Service. Monograph Series, Vol. 1 No. 3.
ED 214 732

Declining Enrollment
Fall 1980 to Fall 1981 Enrollment Comparisons Based on First Census.
ED 214 560

Definitions
The Committee on Production Guidelines for Book Longevity: Interim Report on Book Paper.
ED 214 525

Evaluation Thesaurus. Third Edition.
ED 214 952

Undisciplined Social Studies: An Analysis of NCSS Programs, 1976-1980.
ED 214 850

Degrees (Academic)
Associate Degrees and Other Formal Awards Below the Baccalaureate, 1978-79.
ED 214 592

Data on Earned Degrees Conferred by Institutions of Higher Education by Race, Ethnicity, and Sex, Academic Year 1978-1979. Volumes I and II.
ED 214 456

Trends in Enrollment and Degrees Granted, 1948-1980: State University of New York.
ED 214 424

Delaware (Wilmington)
Citizen Satisfaction with Public Service Delivery: A Comparative Study of Citywide vs. Subarea Analysis.
ED 215 059

Delinquency
Adolescent Mental Health: Delinquency. Matrix No. 8.
ED 214 633

Self-Concept Orientations and Modeling Observations of Delinquent Males through Talk/Film Sessions.
ED 214 523

Delinquency Causes
Adolescent Mental Health: Delinquency. Matrix No. 8.
ED 214 633

Delivery Systems
Alcoholism and the Hispanic: A Mutual Concern El Alcoholismo y Los Hispanos Una Preocupacion Nacional. Proceedings of the National Hispanic Conference on Alcoholism (San Antonio, Texas, September 7-10, 1981).
ED 214 710

Are Neighbors a Viable Support System for the Frail Elderly?
ED 214 070

Citizen Satisfaction with Public Service Delivery: A Comparative Study of Citywide vs. Subarea Analysis.
ED 215 059

The Design of an Extended Learning System for the Des Moines Area Community College.
ED 214 563

Drug Abuse Assessment, Program Planning and Resource Development in the Black Community.
ED 214 049

Full Service School Model: Toward a Valid Measurement of Effectiveness.
ED 214 236

The Message Transferred. A Record of Data Feedback Procedures to Interested Agency Clienteles and County Citizens as Part of the Human Service Agencies' Collaboration in the Delivery of Services and Amenities to Rural Citizens in Clinton County, New York.
ED 214 728

Project REACH, A Rural Education Approach in a Consortium for Handicapped: A Comprehensive Service Model. 1980-1981, Final Evaluation Report.
ED 214 718

Providing Formal Class Structure On-Site for Rural Teacher Development.
ED 214 727

Regional, Rural Home ABE Program Spells Impact.
ED 214 747

Resource Allocation and Evaluation Model for Providing Services to the Multiply Handicapped in the Bergen County Special Services School District.
ED 214 335

The White House Conference on Aging: Recommendations of Its Technical Committees and the Possible Congressional Response.
ED 214 055

Delphi Technique

A Delphi Study to Determine Needed Middle School Research.
ED 214 281//

Demography

American Jewish Year Book, 1982: A Record of Events and Trends in American and World Jewish Life. Volume 82.
ED 215 053//

Characteristics of American Children and Youth: 1980. Current Population Reports, Special Studies Series P-23, No. 1114.
ED 214 852

An Ecological Study of Crime in Rural Ohio.
ED 214 717

Demolition Procedures

Safety Practices for Demolition Procedures. Module SH-41. Safety and Health.
ED 213 875

Demonstration Programs

A Cooperative Integration (Mainstreaming) Program between Millbrae Elementary School District and San Mateo County Office of Education's Classes for the Deaf and Severely Hard of Hearing Program. Results of a Two Year Study, 1979-1981.
ED 214 357

Cooperative Occupational Preparation of the Handicapped. Exemplary Models.
ED 213 928

Merit Rating Guidelines for Kentucky Schools.
ED 214 942

Model Demonstration Program for Preschool and Early Education of Handicapped Children in a Public School. Third Annual Program Performance Report.
ED 214 362

Denmark

The Mentally Retarded and the Educational System in Denmark.
ED 214 348

The Role of Special Education in an Overall Rehabilitation Program. Monograph Number Seven.
ED 214 350

Department of Justice

The Future Direction of Correctional Services for Adult Offenders.
ED 215 054

Departments
Estimating the Effects of College, Department, Teacher and Course on Course Completion Rates.
ED 214 579

Review of Model Specifications.
ED 214 408

Depression (Economic 1929)
Cohort Influences in Older Marriages.
ED 214 086

Depression (Psychology)
Causal Attributions and Normal Mood Variations.
ED 214 043

An Investigation of Precipitating Events and Susceptibility Factors in Depression.
ED 214 071

Phenomenological Patterns of Depressive Moods.
ED 214 052

Sex Role Self-Concept and Depression: A Path-Analytic Approach.
ED 214 034

Descriptive Linguistics
A Reference Grammar of the Kanuri Language.
ED 214 369

Desegregation Effects
Desegregating Public Schools: A Handbook for Local Officials.
ED 215 005

Desegregation Report: 1981.
ED 215 022

Grading Issues in a Desegregating System.
ED 215 051

Desegregation Methods
Desegregating Public Schools: A Handbook for Local Officials.
ED 215 005

The Effect of Court-Ordered Desegregation on Minority Students' Achievement: There's No Place Like Home.
ED 215 063

San Diego Plan for Racial Integration, 1979-82. Revised.
ED 215 006

Toward a Strategy for Urban Integration: Lessons in School and Housing Policy from Twelve Cities. A Report to the Ford Foundation.
ED 215 020/

Desegregation Plans
Desegregation Report: 1981.
ED 215 022

Design Requirements
Designing for Privacy in the Classroom: An Ecological Perspective.
ED 214 249

The Design of Educational Environments: An Expression of Individual Differences or Evidence of the "Press toward Synomorphy?"
ED 214 250

Specifications for a Computerized Library Circulation Management Data and On-Line Catalog System.
ED 214 494

Developed Nations
The World Fertility Survey: Charting Global Childbearing.
ED 214 672

Developing Nations
The Comparative Functionality of Formal and Non-formal Education for Women. Report on Phase I.
ED 214 807

The Differential Impact of Educational Innovations on Girls and Women: Media-Based Instruction and Curriculum Revision. Phase II, Curriculum Revision as if Women Mattered.
ED 214 808

Documentation and Library Service of the Ministry of Information: Hashemite Kingdom of Jordan.
ED 214 544

Integrated and Early Childhood Education: Preparation for Social Development. Summary Report and Conclusions, Eastern Hemisphere Seminar (2nd, Salisbury, Zimbabwe, February 24-March 7, 1981).
ED 214 625

Integrated and Early Childhood Education: Preparation for Social Development. Theme A: Relevant Provision for Early Childhood.
ED 214 687

Integrated and Early Childhood Education: Preparation for Social Development. Theme B: Home and School - Contrasting Cultures.
ED 214 686

Integrated and Early Childhood Education: Preparation for Social Development. Theme D: Looking Forward - Integrated Participation in Processes of Change.
ED 214 689

Inter-American Foundation: Annual Report, 1981 (October 1, 1980-September 30, 1981).
ED 215 026

Knowledge and Use of Contraception in Twenty Developing Countries. Reports on the World Fertility Survey 3.
ED 214 673

Misplanning for Disabilities in Asia.
ED 214 326

Servol: An Education and Community Development Project in Trinidad. Advisory Mission Report, October 11-18, 1981.
ED 213 973

Supporting Innovations in Education: Preparing Administrators, Supervisors and Other Key Personnel. Report of a Technical Working Group Meeting (Seoul, South Korea, September 29-October 11, 1980).
ED 214 229

The Utility of Predictive Assessment and the World of Work.
ED 214 938

The World Fertility Survey: Charting Global Childbearing.
ED 214 672

Developmental Disabilities

Cluster Analysis as a Basis for Treatment Program Organization.
ED 214 356

Handicaps and Developmental Disabilities. Matrix No. 10.
ED 214 634

Implementing Child Checks: A Child Find Procedures Manual.
ED 214 651

Developmental Programs

The Challenge of Including Technical Communications in the Vocational Occupational Programs in the Two-Year College.
ED 214 212

Community College Adaptation to Serve the Needs of Mildly Handicapped Teenagers and Young Adults.
ED 214 618

Status Report on Programs and Projects (As of January 1, 1982).
ED 215 055

Developmental Psychology

Education, Society, and the Teaching of Values.
ED 214 835

Developmental Stages

Career Demands and Student Ability at an Undergraduate Professional School: An Examination and Recommendations Based on the Perry Scheme of Development. Revised.
ED 214 429

Family Relationships and Parenting Education: With Special Emphasis on Parenting. Instructor Material.
ED 214 088

Hearing How Students Make Meaning'': Listening Through Perry Ears.
ED 214 461

Orientation to Infant and Toddler Assessment: A User's Guide for the Child Development Assessment Form.
ED 214 675//

Reminiscence and Its Relationship to the Psychological Adjustment of the Elderly.
ED 214 053

Teachers in Their Fifth Year: An Analysis of Teaching Concerns from the Perspectives of Adult and Career Development.
ED 214 906

Understanding Children's Art: Stages of Development, Activities and Materials for Young Children. Resource Monograph No. 22.
ED 214 654

Young Children's Drawings as Related to Basic Communication Skills. Research Monograph No. 31.
ED 214 653

Developmental Studies Programs
The Developmental Program at Alvin Community College: A Description. Revised Edition.
ED 214 574

Evaluating Developmental English Programs in Georgia.
ED 214 166

Evaluation of the Special Services for Disadvantaged Students (SSDS) Program: 1979-80 Academic Year.
ED 214 412

Faculty-Counselor Collaboration in the Developmental Classroom: A How-To Manual.
ED 214 056

Dewey (John)
The State of a New'' Art: Philosophy for Children and Science Education.
ED 214 649

Dial Access Information Systems
The Dial Access Library for Health Professionals in Wisconsin: An Historical Account.
ED 214 526

Dialogs (Language)
Analysis of Dialogue Journal Writing as a Communicative Event. Final Report. Volume I.
ED 214 196

Analysis of Dialogue Journal Writing as a Communicative Event. Final Report. Volume II.
ED 214 197

Diaries
Diary Time: The Life History of an Occasion for Writing. Research Series No. 106.
ED 214 648

Differences
Annual Salary Study and Survey of Selected Personnel Issues, 1981. A Report on Administrative and Professional Staff and Salaries in Voluntary CWLA Member Agencies.
ED 214 624//

Differential Equations
Introduction to Population Modeling.
ED 214 778

Differentiation
Field Dependence-Independence and Psychological Differentiation: Bibliography with Index. Supplement No. 5.
ED 214 977

Difficulty Level
Designing Instruction for Mastery Learning.
ED 214 916

Diffusion
Assistance and Enforcement as Strategies for Knowledge Transfer and Program Reform.
ED 214 252

Direct Instruction
Direct Instruction. Topic Summary Report. Research on School Effectiveness Project.
ED 214 909

Directed Reading Activity
Modeling the Effects of Reading Lessons on Text Processing.
ED 214 129

Direction Following
Comprehending Procedural Instructions: The Influence of Metacognitive Strategies.
ED 214 130

Directories
The Development of Standards to Ensure the Competency of Physician Assistants. Volume V of V: The Design of a System of Accreditation and Maintenance of a Roster of CME Programs for Physician Assistants. Final Report, July 1, 1976-August 14, 1979.
ED 213 920

Disabilities
An Analysis of Five Major Public Laws and Their Impact on the Handicapped.
ED 214 318

Assessment of Occupational Opportunities in Health Occupations for Handicapped.
ED 213 932

Concerns for Meeting the Needs of Black Handicapped Children with Implications for Teacher Education.
ED 214 321

Cooperative Occupational Preparation of the Handicapped. Exemplary Models.
ED 213 928

Effects of New York State Handicapped Regulations on Small, Rural and Large School Districts. Survey Report.
ED 214 693

Equal Educational Opportunity in Special Education: Legal Mandates and Strategies for Planning, Chapter 766.
ED 214 327

Fact Sheets from the ERIC Clearinghouse on Handicapped and Gifted Children, 1980.
ED 214 319

Fact Sheets from the ERIC Clearinghouse on Handicapped and Gifted Children, 1981.
ED 214 320

Health Careers Exploration for the Handicapped. A Guide for Counselors and Teachers.
ED 213 825

Manual Para Padres: de los Ninos Incapacitados Pre-escolares (A Handbook for Parents of Pre School Handicapped Children).
ED 214 360

A Massachusetts Career Education Staff Development Research Guide.
ED 213 950

Misplanning for Disabilities in Asia.
ED 214 326

Model Demonstration Program for Preschool and Early Education of Handicapped Children in a Public School. Third Annual Program Performance Report.
ED 214 362

New Part 200 of the Regulations of the Commissioner of Education Effective July 1, 1982.
ED 214 315

One Step at a Time.
ED 214 333

Peace Corps in Special Education and Rehabilitation. Case Study CS-2. Appropriate Technologies for Development
ED 214 340

Perceived Communication and Training Needs of Parents and School Professionals.
ED 214 329

Physical Education Opportunity Program for Exceptional Learners (PEOPEL): An Administrative Guide for Secondary Schools. Third Edition.
ED 214 317

Physical Education Opportunity Program for Exceptional Learners (PEOPEL): A Teacher's Guide for Secondary Schools. Second Edition.
ED 214 316

Preschool Curriculum for Exceptional Children.
ED 214 344

Problems and Issues in Educating Bilingual Handicapped Children with Implications for Teacher Education.
ED 214 322

Project SETT-UP: Special Education via Telecommunications, Teacher Upgrade. Five Year Report, June 1, 1976-August 31, 1981.
ED 214 331

The Role of Special Education in an Overall Rehabilitation Program. Monograph Number Seven.
ED 214 350

Special Education Certification and Approval Requirements and Procedures. No. 352.
ED 214 345

Special Needs Guide for Industrial Arts Programs.
ED 213 910

Staff Development: A Systematic Process.
ED 214 332

Teaching Special Needs Students in Vocational Education.
ED 213 941

Vocational Education for the Handicapped. Clothing Service Guide.
ED 213 924

Vocational Education for the Handicapped. Food Service Guide.
ED 213 925

Disabled Teachers
Mainstreaming the Hearing-Impaired Teacher.
ED 214 918

Disadvantaged
Career Awareness for Health Professions: Design of Early Outreach Programs.
ED 213 988

Enhancing Basic Skill Levels of Marketing and Distributive Education Students Identified as Disadvantaged A Tutorial Approach. Final Report, July 1, 1930-June 30, 1981.
ED 213 931

Special Needs Guide for Industrial Arts Programs.
ED 213 910

A Study of the Attitudes toward Public Education of Inner-City Parents with Children Attending Public Schools.
ED 215 038

Teaching Special Needs Students in Vocational Education.
ED 213 941

Disadvantaged Youth
Disadvantaged Minorities and the Arts.
ED 215 064

Integrated and Early Childhood Education: Preparation for Social Development. Theme A: Relevant Provision for Early Childhood.
ED 214 685

The Project Onderwijs en Sociaal Milieu (The Project Education and Social Environment).
ED 215 040

A Review of Youth Services as a Component of the LACCD: Completed as a Part of the Feasibility Study Directed toward the Improvement of Occupational/Technical Education in the San Fernando Valley.
ED 214 604

Urban Youth, Their Long-Term Employment Prognosis and Necessary

Remedial and Corrective Action.
ED 215 065

Discipline
The Contextual Correlates of the Relative Expenditures of Classroom Time on Instruction and Behavior: An Exploratory Study of Secondary Schools and Classes. A Study of Schooling in the United States. Technical Report Series, No. 26.
ED 214 894

Maintaining Effective Classroom Control in Vocational Education.
ED 213 944

Manual Para Padres: de los Ninos Incapacitados Pre-escolares (A Handbook for Parents of Pre School Handicapped Children).
ED 214 360

Discipline Policy
Discipline Seminar. Report.
ED 214 266

Discipline Problems
Discipline Seminar. Report.
ED 214 266

Maintaining Effective Classroom Control in Vocational Education.
ED 213 944

Small Groups for Instruction: An Investigation of Teacher Viewpoints.
ED 214 282//

Discourse Analysis
Defining Writing: Effects of Discourse and Response Mode.
ED 214 168
Errors in Expectations: A Reanalysis of the Problem of Sentence Completeness.
ED 214 183
Positive and Negative Politeness Strategies and Their Influence on American and British English Discourse.
ED 214 398
Student Teacher Conversations about Writing: Shifting Topics in the Writing Conference.
ED 214 181

Disease Control
Infectious Diseases and Immunizations. Matrix No. 15.
ED 214 637

Diseases
Chronic Diseases in the Pediatric Age Group. Matrix No. 7.
ED 214 632

Display Aids
Thinking in Pictures. CAP Job Function.
ED 214 009

Distance Education
The Green Chair Group. Predicting Distant Education in the Year 2001. Final Report.
ED 213 927

The Open University of the United Kingdom. Implementation of Higher Education Reforms.
ED 214 418
Towards a Model for Satellite-Based Instruction at the University of Victoria. Report on the ANIK-B Experimental Project, September 1979 to June 1980. Summary Report.
ED 214 492

Distractors (Tests)
Test Design Project: Studies in Test Adequacy. Annual Report.
ED 214 944

Distributive Education
Enhancing Basic Skill Levels of Marketing and Distributive Education Students Identified as Disadvantaged A Tutorial Approach. Final Report, July 1, 1980-June 30, 1981.
ED 213 931
Handbook for Marketing and Distributive Education Teacher-Coordinators in Louisiana. Bulletin 1170.
ED 213 939
Marketing and Distributive Education, Community/Work-Based Programs. An Instructor's Guide to Program Strategies. Cooperative Vocational Education; Vocational Work Experience Education; Community Classroom.
ED 213 946
Parts Counter. Pre-Apprenticeship Phase 2 Training. Instructor's Guide.
ED 213 897
Parts Counter. Pre-Apprenticeship Phase 2 Training. Student Training Modules.

ED 213 898
Retailing I: A Foundation for Marketing and Distributive Education Curriculum Development.
ED 213 933
Safety and Health for Marketing and Distributive Education. An Instructor Resource Guide.
ED 213 829

Divergent Thinking
The Relationship Between Kindergarten Children's Fantasy Play Behavior and Divergent Thinking Ability.
ED 214 647

Diving (Commercial)
Safety Practices for Commercial Diving. Module SH-43. Safety and Health.
ED 213 877

Divorce
The Effects of Divorce: Outcome of a Preschool Intervention Program.
ED 214 667
Trends in Divorce and Effects on Children.
ED 214 630

Doctoral Degrees

Maintaining Quality in Troubled Times. Pacific Rim Association for Higher Education Annual Conference (2nd, Seattle, Washington, October 13-14, 1981).
ED 214 483

Doctoral Dissertations
Guide to Theses and Dissertations in Bilingual Education.
ED 214 384

Doctoral Programs
A Survey of Graduate Programs in Organizational Communication.
ED 214 208

Documentation
Documentation and Library Service of the Ministry of Information: Hashemite Kingdom of Jordan.
ED 214 544
Documentation Centre of the Association of African Universities.
ED 214 545
Procedures for Research on School Effectiveness Project.
ED 214 699

Dogmatism
Hearing How Students Make Meaning'': Listening Through Perry Ears.
ED 214 461

Drafting
Building and Making. CAP Job Function.
ED 214 005

Driver Education
English for Driving Student Workbook.
ED 213 976
English for Driving Teacher's Guide.
ED 213 977
English for Driving Visuals for Use with Student Workbook and Teacher's Guide.
ED 213 978

Texas Driver and Traffic Safety Education Teacher Preparation Guide.
ED 214 031

Dropout Characteristics

Dropout Identification: A Preliminary Study of the Pasco School District.
ED 215 013

A Study of the Contributing Factors Relating to Why American Indian Students Drop Out of Or Graduate from Educational Programs at the University of North Dakota.
ED 214 737

The UCLA Community College Student Survey Project.
ED 214 547

Dropout Prevention

Dropout Identification: A Preliminary Study of the Pasco School District.
ED 215 013

Dropouts

At What Point Students Left Classes at Minneapolis Community College, Fall Quarter, 1981.
ED 214 570

Drug Education Curriculum: Grade Five. Health Education: Substance Abuse Prevention.
ED 214 094

Drug Education Curriculum: Grade Four. Health Education: Substance Abuse Prevention.
ED 214 093

Drug Education Curriculum: Grade One. Health Education: Substance Abuse Prevention.
ED 214 090

Drug Education Curriculum: Grade Six. Health Education: Substance Abuse Prevention.
ED 214 095

Drug Education Curriculum: Grade Three. Health Education: Substance Abuse Prevention.
ED 214 092

Drug Education Curriculum: Grade Two. Health Education: Substance Abuse Prevention.
ED 214 091

Drug Education Curriculum: Junior High. Health Education: Substance Abuse Prevention.
ED 214 096

Drug Education Curriculum: Kindergarten. Health Education: Substance Abuse Prevention.
ED 214 089

Drug Education Curriculum: Senior High. Health Education: Substance Abuse Prevention.
ED 214 097

Research on Substance Abuse: Alcohol, Drugs, Tobacco. Matrix No. 14.
ED 214 636

The School Survey Approach in Determining Adolescent Alcohol and Drug Abuse.

ED 214 970

Substance Abuse Education Syllabus, Grades 6-7-8.

ED 215 029

A Survey of the Last Decade of Drug Abuse Treatment Research. Appendix: Health Research Forum.

ED 214 639

Drug Education

Drug Education Curriculum: Grade Five. Health Education: Substance Abuse Prevention.

ED 214 094

Drug Education Curriculum: Grade Four. Health Education: Substance Abuse Prevention.

ED 214 093

Drug Education Curriculum: Grade One. Health Education: Substance Abuse Prevention.

ED 214 090

Drug Education Curriculum: Grade Six. Health Education: Substance Abuse Prevention.

ED 214 095

Drug Education Curriculum: Grade Three. Health Education: Substance Abuse Prevention.

ED 214 092

Drug Education Curriculum: Grade Two. Health Education: Substance Abuse Prevention.

ED 214 091

Drug Education Curriculum: Junior High. Health Education: Substance Abuse Prevention.

ED 214 096

Drug Education Curriculum: Kindergarten. Health Education: Substance Abuse Prevention.

ED 214 089

Drug Education Curriculum: Senior High. Health Education: Substance Abuse Prevention.

ED 214 097

Substance Abuse Education Syllabus, Grades 3-4-5.

ED 215 028

Substance Abuse Education Syllabus, Grades 6-7-8.

ED 215 029

Drug Rehabilitation

Drug Abuse Assessment, Program Planning and Resource Development in the Black Community.

ED 214 049

Drug Program Report: Credentialing.

ED 214 036

A Study of Volunteers in Drug Abuse Programs. Treatment Research Report.

ED 214 048

When Prohibition Works: Alternatives to Violence in the Odyssey House Youth Program and in the Family.
ED 214 054

Drug Therapy
A Survey of the Last Decade of Drug Abuse Treatment Research. Appendix: Health Research Forum.
ED 214 639

Drug Use
Drug Education Curriculum: Grade Five. Health Education: Substance Abuse Prevention.
ED 214 094
Drug Education Curriculum: Grade Four. Health Education: Substance Abuse Prevention.
ED 214 093

Drug Education Curriculum: Grade One. Health Education: Substance Abuse Prevention.
ED 214 090
Drug Education Curriculum: Grade Six. Health Education: Substance Abuse Prevention.
ED 214 095
Drug Education Curriculum: Grade Three. Health Education: Substance Abuse Prevention.
ED 214 092
Drug Education Curriculum: Grade Two. Health Education: Substance Abuse Prevention.
ED 214 091
Drug Education Curriculum: Junior High. Health Education: Substance Abuse Prevention.
ED 214 096
Drug Education Curriculum: Kindergarten. Health Education: Substance Abuse Prevention.
ED 214 089
Drug Education Curriculum: Senior High. Health Education: Substance Abuse Prevention.
ED 214 097
Effects of Prescription Drugs During Pregnancy. Hearing Before the Subcommittee on Investigations and Oversight of the Committee on Science and Technology, U.S. House of Representatives, Ninety-Seventh Congress, First Session (July, 30, 1981).
ED 214 658

Drywall Construction
Drywall. Pre-Apprenticeship Phase 2 Training. Instructor's Guide.
ED 213 899
Drywall. Pre-Apprenticeship Phase 2 Training. Student Training Modules.

ED 213 900

Early Admission
Kindergarten Early Entrance Identification Manual.
ED 214 674

Early Childhood Education
Early Childhood Development Cultural Considerations Commonalities, Variables, and Local Community Determinants for Program Modules.
ED 214 692

Early Childhood Education: The Year in Review. A Look at 1981.
ED 214 668//

Early Childhood Teacher Education Guidelines for Four- and Five-Year Programs. Position Statement of the National Association for the Education of Young Children, 1982.
ED 214 681//

The Enabler Model of Early Childhood Training and Program Development.
ED 214 663

Integrated and Early Childhood Education: Preparation for Social Development.
ED 214 684

Integrated and Early Childhood Education: Preperation for Social Development. Summary Report and Conclusions, Eastern Hemisphere Seminar (2nd, Salisbury, Zimbabwe, February 24-March 7, 1981).
ED 214 625

Integrated and Early Childhood Education: Preparation for Social Development. Theme A: Relevant Provision for Early Childhood.
ED 214 687

Status Report on Programs and Projects (As of January 1, 1982).
ED 215 055

A Study of Programs to Prepare Early Childhood Personnel.
ED 214 662

Up the Down Escalator: How to Open the Door. Comments on Professionalism and Academic Credentials in Child Care.
ED 214 655

Early Experience
Evaluation of Preschool Experiences and Their Relationship to First Grade Basic Skills Achievement in the Greenwood Public Schools.
ED 214 665

Early Reading
Skill Patterns of Precocious Readers.
ED 214 133

Ecological Factors
Comparative Studies of Cognitive Styles: Implications for the Education of Immigrant Students.
ED 215 009

Designing for Privacy in the Classroom: An Ecological Perspective.
ED 214 249

Ecology
Changing Patterns of Limnology Literature, 1966-1976.
ED 214 770

Economic Development
Productivity, People, and Public Policy.
ED 213 923

Women and Economic Development in Cameroon.
ED 214 694

Economic Factors
An Ecological Study of Crime in Rural Ohio.
ED 214 717

Shoulders to the Wheel: Energy-Related College/Business Cooperative Agreements.
ED 214 584

Economic Status
Characteristics of American Children and Youth: 1980. Current Population Reports, Special Studies Series P-23, No. 114.
ED 214 852

Economically Disadvantaged

Consumer Education for Families with Limited Incomes. Revised.
ED 213 926

Identifying Low Income, Minority, Gifted and Talented Youngsters.
ED 214 328

Inter-American Foundation: Annual Report, 1981 (October 1, 1980-September 30, 1981).
ED 215 026

Medicaid Cutbacks on Infant Care. Hearing Before the Subcommittee on Oversight and Investigations and the Subcommittee on Health and Environment of the Committee on Energy and Commerce, House of Representatives, Ninety-Seventh Congress, First Session (July 27, 1981).
ED 214 642

Model for Identifying, Profiling, Recruiting, and Serving the Disadvantaged in Kentucky.
ED 213 936

Economics Education
Preparing to Teach Economics: Approaches and Resources. Revised and Expanded Edition.
ED 214 837

Edmonds Community College WA
One-Credit Humanities Workshops for Vocational Students.
ED 214 621

Education
Developing Training Structures for Child Care Personnel: Comments on Almy's Paper.
ED 214 657

Research Utilization in Social Work Education.
ED 214 810

Education Courses
The Relationship of Selected Antecedent Variables to Outcomes of Training in Multicultural Education for Pre-service Teachers.
ED 214 923

Towards a Model for Satellite-Based Instruction at the University of Victoria. Report on the ANIK-B Experimental Project, September 1979 to June 1980. Summary Report.
ED 214 492

Education Majors
Paid Early Field Experience for College Education Majors.
ED 214 934

Education Work Relationship
Baruch College Annual Alumni Survey, Class of 1978.
ED 214 458

Corporate Education: Threat or Opportunity? AAHE-ERIC/Higher Education Research Currents.
ED 214 453

Improving Youth Employment Prospects: Issues and Options. A CBO Study.
ED 213 974

A Personnel Exchange Model for Vocational Education, Business, and Industry. Skills/Experience Exchange Program. Project Report.
ED 213 984

Survey of University of Toledo Legal Assisting Technology Graduates.
ED 214 443

Youth Employment in Hawaii: A Policy Document.
ED 213 818

1980 Manitoba Community Colleges Follow-Up Survey.
ED 214 553

Educational Administration
A Causal Analysis of Satisfaction, Performance, Work Environment and Leadership in Selected Secondary Schools. A Study of Schooling in the United States. Technical Report Series, No. 31
ED 214 898

Evaluation of a Course for Women in Educational Administration.
ED 214 301

Maintaining Quality in Troubled Times. Pacific Rim Association for Higher Education Annual Conference (2nd, Seattle, Washington, October 13-14, 1981).
ED 214 483

Training of the School Administrator: State of the Art. An Occasional Paper.
ED 214 253

Educational Assessment
Basic Skills Assessment in South Carolina: How Progressive an Approach to Minimum Competency Testing? National Consortium on Testing Staff Circular No. 8.
ED 214 973

Evaluation: Past, Present and Future: Phi Delta Kappa Occasional Paper 17.
ED 214 972

Fairness in Qualitative Evaluation: Some Implications for Educational Evaluators.
ED 214 988

Longitudinal Assessment of Instructional Competency: Three Stages of Preservice Professional Development.
ED 214 901

The Management of Quality in Further Education: A Report on the Proceedings of the AVPC Autumn General Meeting, (Berkshire, England, 20 November 1981).
ED 214 437

The Meaning and Measurement of Quality in the Undergraduate Experience.
ED 214 469

The Relationship between Reading Related Background Variables and Comprehension Achievement: A Secondary Analysis of the 1979-80 Reading/Literature Assessment Data.
ED 214 132

The Second Assessment of Art, 1978-79, Released Exercise Set, Supplement.
ED 214 828

The Status of Elementary Social Studies Education in Selected Rhode Island Public Schools.
ED 214 812

A Study of the Attitudes toward Public Education of Inner-City Parents with Children Attending Public Schools.
ED 215 038

What You See is What You Get: A Summary of Observations in Over 1000 Elementary & Secondary Classrooms. A Study of Schooling in the United States. Technical Report Series, No. 29.
ED 214 897

Educational Attainment

The Commission on the Higher Education of Minorities. Final Report.
ED 214 457

Educational Attitudes

Functions of Schooling: Perceptions and Preferences of Teachers, Parents and Students. A Study of Schooling in the United States. Technical Report Series, No. 10.
ED 214 880

Educational Background

Baruch College Annual Freshman Survey, Fall 1980.
ED 214 459

Educational Benefits

Integrating the Community and the Classroom: Instructors Describe the Results.
ED 214 435

Educational Certificates

Associate Degrees and Other Formal Awards Below the Baccalaureate, 1978-79.
ED 214 592

Certificates in Georgia with Comparisons for Other States. Issues for Education Series.
ED 214 933

Educational Change

Exploring the Concept of School Renewal: Contextual Differences between More and Less Renewing Schools.
ED 214 302

The Future of Teaching in the Community College.
ED 214 617

Goal Ambiguity and Organizational Decoupling: The Failure of Rational Program Implementation.
ED 214 259

Going to America, Going to School: The Immigrant-Public School Encounter in Turn-of-the-Century New York City. (A Work in Progress.)
ED 215 060

The Impact of American Jurisprudence on American Education.
ED 214 262

Limitations of the Tests in the Light of Recent Research in Reading and Learning: Problems, Possiblities, and a Program for Change.
ED 214 156

A Longitudinal Study of Science Curriculum and Practices in Elementary Schools in 10 States (1970-1980).
ED 214 802

Role Preparation of Associate Degree Graduates.
ED 214 616

Schooling and Citizenship in a Global Age: An Exploration of the Meaning and Significance of Global Education.
ED 214 834

Static Abstractions and the Teaching of Writing.
ED 214 176

Strategic Planning: The Long Range Future of Community Colleges. A Report by the Projections Committee on Accreditation Reaffirmation at the College of the Mainland. Part I.
ED 214 601

A Study of Openness to New Experiences of Middle School Teachers as Compared to Elementary and Secondary Teachers.
ED 214 274//

Educational Cooperation

Implementation and Assessment of a School Staff Development Model for Changing School Climate and Teacher Stress. Revised.
ED 214 868

Moving to an Interorganizational Context for Public School Education: A Case Study.
ED 214 248

Educational Counseling

Counselor Accountability Model of Grossmont College: A Working Paper.
ED 214 581

Educational Development

Supporting Innovations in Education: Preparing Administrators, Supervisors and Other Key Personnel. Report of a Technical Working Group Meeting (Seoul, South Korea, September 29-October 11, 1980).
ED 214 229

Towards the Third Cycle of APEID. Final Report. Regional Consultation Meeting on the Asian Programme of Educational Innovation for Development (7th, Bangkok, Thailand, June 1-10, 1981).
ED 214 697

Work Plan of APEID for the Third Programming Cycle, 1982-1986. Regional Consultation Meeting (7th, Bangkok, Thailand, June 1-10, 1981).
ED 214 698

Educational Economics

Education Vouchers: Boon or Bane?
ED 214 237

Educational Environment
Evaluation of the 1979-80 Title-I Migrant Tutoring Program.
ED 214 746

Full Service School Model: Toward a Valid Measurement of Effectiveness.
ED 214 236

Implementation and Assessment of a School Staff Development Model for Changing School Climate and Teacher Stress, Revised.
ED 214 868

Relationships between Stimulus-Seeking, School Climate and Self-Reported Deviant Behavior in High Schools.
ED 214 242

A Study of Schooling: Methodology. A Study of Schooling in the United States. Technical Report Series, No. 2.
ED 214 872

A Study of Schooling: Series of Introductory Descriptions. Reprinted from the Phi Delta Kappan. A Study of Schooling in the United States. Technical Report Series, No. 1.
ED 214 871//

Educational Facilities
A Report to the Board of Education of Anne Arundel County on the Status of the Schools.
ED 214 937

Washington Community Colleges Factbook, Academic Year 1980-81.
ED 214 562

Educational Facilities Improvement
Revenue and Expenses of Ontario Universities, 1980-81. Volume III Operating Fund Net Change in Appropriated Reserves and Unappropriated Funds.
ED 214 415

Educational Finance
Federal Funding to Two Year Colleges, Fiscal Year 81.
ED 214 576

Financial Analysis for Academic Units. AAHE-ERIC/Higher Education Research Report No. 7, 1981.
ED 214 450

Population Change and Community Services: The Case of the Public Schools. Staff Paper Series #28.
ED 214 715

Proposition 13: Its Effects on the Missions of the California Community College System Reviewed with Recommendations for the Future and Perceptions of the Management Rights Clause by Managers in CCC's California Community Colleges . Management Report, 1981-2/3.
ED 214 561

The Report and Recommendations of the New York State Special Task Force on Equity and Excellence in Education. Volume Two.
ED 214 268

Revenue and Expenses of Ontario Universities, 1980-81. Volume

II Affiliated and Federated Colleges and Universities.
ED 214 414

State, Local, and Federal Financing for Illinois Public Schools, 1981-1982. Revised.
ED 214 267

Washington Community Colleges Factbook, Academic Year 1980-81.
ED 214 562

Educational Games

Teaching Global Awareness with Simulations and Games. Grades 6-12. Global Awareness Series.
ED 214 838

Educational Gerontology

Foundations in Gerontological Education: Issues and Dilemmas for Students.
ED 214 084

Educational History

Beyond Coping. Some Approaches to Social Education. Project Report.
ED 213 952

The Little White School House: The Impact of Progressive Reform on the Social and Educational Policy of the United States Indian Service and Bureau of Indian Affairs, 1895-1940.
ED 214 712

On the History and Future of the American Junior College: A Bibliography of Edmund J. Gleazer, Jr. Public Administration Series: Bibliography.
ED 214 586

The Open University of the United Kingdom. Implementation of Higher Education Reforms.
ED 214 418

Residential Education in Israel. Report of the Israeli-American Seminar on Out of School Education''.
ED 215 049

Static Abstractions and the Teaching of Writing.
ED 214 176

Educational Improvement

Alabama Course of Study: Language Arts K-12. Bulletin 1981, No. 21.
ED 214 194

Assistance and Enforcement as Strategies for Knowledge Transfer and Program Reform.
ED 214 252

Case Studies of Three Urban University-School Collaboratives Mandated for the Improvement of Educational Practice. Executive Summary.
ED 215 046

Case Studies of Three Urban University-School Collaboratives Mandated for the Improvement of Educational Practice. Volume I, Final Report. Revised.
ED 215 044

Case Studies of Three Urban University-School Collaboratives Mandated for the Improvement of Educational Practice. Volume II, Final Report.
ED 215 045

Effective Schools. Seminar Report.
ED 214 265

Stories as a Strategy for Improving Urban Schools: Toward the Creation of a Functional We''.
ED 215 061

Testing, Teaching and Learning: Chairmen's Report of a Conference on Research on Testing (August 17-26, 1978).
ED 214 950

Educational Innovation

Back to the Basics'' Through Environmental Education.
ED 214 764

Evaluation of Educational Innovations.
ED 214 946

Integrated and Early Childhood Education: Preparation for Social Development.
ED 214 684

Integrated and Early Childhood Education: Preparation for Social Development. Summary Theme C: Alternatives in Training and Implications for Self-Help.
ED 214 688

School Contingencies in the Continuation of Planned Change.
ED 214 292

Supporting Innovations in Education: Preparing Administrators, Supervisors and Other Key Personnel. Report of a Technical Working Group Meeting (Seoul, South Korea, September 29-October 11, 1980).
ED 214 229

Educational Legislation

Education Lobbies in the Pennsylvania State Legislature.
ED 214 251

Hearings on Reauthorization of the Vocational Education Act of 1963. Part 4: Bilingual Vocational Training. Hearing Before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-Seventh Congress. First Session on H.R. 66 (October 14, 1981).
ED 213 971

Hearings on Reauthorization of the Vocational Education Act of 1963. Part 5: National Institute of Education Study. Hearing Before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-Seventh Congress. First Session on H.R. 66 (October 21, 1981).
ED 213 972

The Impact of American Jurisprudence on American Education.
ED 214 262

State, Local, and Federal Financing for Illinois Public Schools, 1981-1982. Revised.
ED 214 267

Educational Media

The Design of an Extended Learning System for the Des Moines Area Community College.
ED 214 563

Media Education in Scotland. Outline Proposals for a Curriculum.
ED 214 498

Educational Methods

Education, Society, and the Teaching of Values.
ED 214 835

Educational Needs

Assessment of Occupational Opportunities in Health Occupations for Handicapped.
ED 213 932

Computer Technology and Reading Instruction: Perspectives and Directions.
ED 214 131

Determining Educational Needs of AFL-CIO Union Members in Southeast Florida. A Report to the Board of Directors of the Southeast Florida Educational Consortium.
ED 214 455

High School Preparation as Viewed by Academically Underprepared College Students.
ED 214 580

Limitations of the Tests in the Light of Recent Research in Reading and Learning: Problems, Possiblities, and a Program for Change.
ED 214 156

Linking Californians for Learning: Next Steps for Telecommunications in California Postsecondary Education. Commission Report 81-28.
ED 214 530

Misplanning for Disabilities in Asia.
ED 214 326

State Plan for Global Education in Florida: Findings and Recommendations.
ED 214 821

Educational Objectives

Accountability in Education: A Recurring Concept.
ED 214 269

Art, Music and Crafts in Secondary Education: Their Purpose and Effect.
ED 214 832

Bienvenido Bilingual Education Project: End of Year Report, Fiscal Year 1981.
ED 215 024

Death Education's Quest for Maturity.
ED 214 489

Defensible Educational Goals and Needs-Assessment Strategies. Studies in Evaluation and Decision Making. Work Unit 3: Philosophic Inquiry into Evaluation.

ED 214 949

Early Childhood Teacher Education Guidelines for Four- and Five-Year Programs. Position Statement of the National Association for the Education of Young Children, 1982.

ED 214 681//

Effective Schools. Seminar Report.

ED 214 265

Evaluation of Tennessee's State Plan for Career Education, 1980-81.

ED 213 906

Going to America, Going to School: The Immigrant-Public School Encounter in Turn-of-the-Century New York City. (A Work in Progress.)

ED 215 060

Rational Budgeting? The Stanford Case.

ED 214 468

A Report to the Board of Education of Anne Arundel County on the Status of the Schools.

ED 214 937

The Review and Proceedings of the Community College Humanities Association, Number 3.

ED 214 569

Toward Competency. A Guide for Individualized Instruction. Student Edition. Revised.

ED 214 312

Undisciplined Social Studies: An Analysis of NCSS Programs, 1976-1980.

ED 214 850

Educational Opportunities

The Comparative Functionality of Formal and Non-formal Education for Women. Report on Phase I.

ED 214 807

Limited English Proficiency Students in Wisconsin: Cultural Background and Educational Needs. Part II: Indochinese Students (Hmong and Vietnamese).

ED 214 373

The Project: Education and Social Environment, Rotterdam (The Netherlands). Management Assessment Paper.

ED 215 041

The Project Onderwijs en Sociaal Milieu (The Project Education and Social Environment).

ED 215 040

Educational Philosophy

Beyond Coping. Some Approaches to Social Education. Project Report.

ED 213 952

Education, Society, and the Teaching of Values.

ED 214 835

Educational Planning

The Green Chair Group. Predicting Distant Education in the Year 2001. Final Report.

ED 213 927

A Guide to Curriculum Development in Career Education.
ED 213 982

Integrated and Early Childhood Education: Preparation for Social Development. Theme D: Looking Forward - Integrated Participation in Processes of Change.
ED 214 689

Report of the Statewide Continuing Library Education Advisory Committee on the Development of a Program to Meet the Educational Needs of New York Continuing Library Education Planners and Administrators.
ED 214 531

A Report to the Board of Education of Anne Arundel County on the Status of the Schools.
ED 214 937

Up the Down Escalator: How to Open the Door. Comments on Professionalism and Academic Credentials in Child Care.
ED 214 655

Educational Policy

A Comparison of Latin American and United States Bilingual Education Programs.
ED 214 397

Developing Public Education Policy through Policy-Impact Analysis.
ED 214 294

Gifted Education: Issues and Needs with Implications for Policy Development. Education Change Management Series Publication No. 5.
ED 214 359

Integrated and Early Childhood Education: Preparation for Social Development.
ED 214 684

The Little White School House: The Impact of Progressive Reform on the Social and Educational Policy of the United States Indian Service and Bureau of Indian Affairs, 1895-1940.
ED 214 712

Title IV Language Minority Regulations: Beyond the Lau Remedies.
ED 214 392

Educational Practices

Beyond Coping. Some Approaches to Social Education. Project Report.
ED 213 952

A Comparative Study to Determine the Relationship between the Existing Practices of Selected Middle Schools and Student Performance on a Standardized Attitudinal Measure.
ED 214 277//

The Current Status of Ohio Middle Schools Implementation of Eighteen Middle School Characteristics.
ED 214 286//

Standards for Industrial Arts Programs.
ED 213 907

The Status of Reading Instruction in the College of Education at Southern University, Baton Rouge, Louisiana.
ED 214 109

A Study to Determine the Current Level of Implementation of Eighteen Basic Middle School Principles in the State of Missouri.
ED 214 280//

What You See is What You Get: A Summary of Observations in Over 1000 Elementary & Secondary Classrooms. A Study of Schooling in the United States. Technical Report Series, No. 29.
ED 214 897

Educational Principles

Principals' Attitudes about the Characteristics and Functions of the Middle School.
ED 214 276//

A Study to Determine the Current Level of Implementation of Eighteen Basic Middle School Principles in the State of Missouri.
ED 214 280//

Educational Quality

Effective Schools. Seminar Report.
ED 214 265

Enhancement of Maryland's Predominantly Black Collegiate Institutions. Consultant's Report to the Desegregation Task Force of the State Board for Higher Education.
ED 214 422

In Pursuit of Excellence: The Report of the Prichard Committee on Higher Education in Kentucky's Future to The Kentucky Council on Higher Education.
ED 214 442

Longitudinal Assessment of Instructional Competency: Three Stages of Preservice Professional Development.
ED 214 901

Maintaining Quality in Troubled Times. Pacific Rim Association for Higher Education Annual Conference (2nd, Seattle, Washington, October 13-14, 1981).
ED 214 483

The Management of Quality in Further Education: A Report on the Proceedings of the AVPC Autumn General Meeting, (Berkshire, England, 20 November 1981).
ED 214 437

The Meaning and Measurement of Quality in the Undergraduate Experience.
ED 214 469

Minimum Competency Doesn't Mean Minimum Teaching.
ED 214 104

A Question of Access: Tracking and Curriculum Differentiation in a National Sample of English and Mathematics Classes. A Study of Schooling in the United States. Technical Report Series, No. 24.
ED 214 892

Small Schools: Quality Schools. Five Rooms or Less.'' Information

Bulletin 31079.
ED 214 743

A Study of the Attitudes toward Public Education of Inner-City Parents with Children Attending Public Schools.
ED 215 038

Educational Research

Class Size. Research on School Effectiveness Project: Topic Summary Report.
ED 214 705

Computer-Assisted Instruction. Research on School Effectiveness Project: Topic Summary Report.
ED 214 707

Experimental Phenomenology and Visual Literacy.
ED 214 518

Factors Related to Young Women's Persistence and Achievement in Advanced Placement Mathematics.
ED 214 798

Identifying the Theoretical Foundations of Visual Literacy.
ED 214 519

Instructional Grouping: Ability Grouping. Research on School Effectiveness Project: Topic Summary Report.
ED 214 704

Instructional Grouping: Group Size. Research on School Effectiveness Project: Topic Summary Report.
ED 214 703

Manitoba Mathematics Assessment Program, 1981. Final Report.
ED 214 801

Middle School Research. Selected Studies 1977-1979. Volume II.
ED 214 273

Middle School Research. Selected Studies 1977-1979. Volume III.
ED 214 283

Minorities and Women in Educational Research: Progress Toward Equality. Final Report.
ED 214 836

Native American Education. Topic Summary Report.
ED 214 700

The Nature of Questions in Educational Research.
ED 214 982

Old Adversaries United: Benefits of Collaborative Research.
ED 214 981

Parent Participation. Research on School Effectiveness Project: Topic Summary Project.
ED 214 701

The Participation of Minorities and Women in Education R&D Leadership and Management: An Annotated Bibliography.
ED 214 433

The Principal as Instructional Leader. Research on School Effectiveness Project: Topic Summary Report.

ED 214 702
Procedures for Research on School Effecti eness Project.
ED 214 699
The Regional Laboratory Connection. Improving Educational Practices Through Systematic Research and Development.
ED 214 908
The Regional Laboratory Connection. Improving Educational Practices Through Systematic Research and Development. Executive Summary.
ED 214 907
Review and Synthesis of Research and Development in Technical Education in Community Colleges, 1978-1981.
ED 214 568
The Status of Middle School and Junior High School Science, Volume II: Technical Report.
ED 214 779
A Study of Schooling: Methodology. A Study of Schooling in the United States. Technical Report Series, No. 2.
ED 214 872
A Study of Schooling: Series of Introductory Descriptions. Reprinted from the Phi Delta Kappan. A Study of Schooling in the United States. Technical Report Series, No. 1.
ED 214 871//
A Survey Review of Studies on Specific Aspects of Teaching Outdoor Education.
ED 214 738
Time Factors in Learning. Research on School Effectiveness Project: Topic Summary Report.
ED 214 706

Educational Researchers
Old Adversaries United: Benefits of Collaborative Research.
ED 214 981
The Problem and Problem Delineation Techniques. Phi Delta Kappa Occasional Paper No. 1.
ED 214 969

Educational Resources
Public and Private Schools. An Analysis of High School and Beyond: A National Longitudinal Study for the 1980's.
ED 214 314
Technical Assistance for Employment and Training Programs. Overview.
ED 214 030

Educational Responsibility
The State of the Nation and the Agenda for Higher Education.
ED 214 452//

Educational Status Comparison
The Commission on the Higher Education of Minorities. Final Report.
ED 214 457
A Question of Access: Tracking and Curriculum Differentiation in a National Sample of English and Mathematics Classes. A Study of

Schooling in the United States. Technical Report Series, No. 24.
ED 214 892

Educational Strategies
The Center for the Improvement of Teaching and Learning: Exploring New Directions in Community College Research.
ED 214 573

A Report to the Board of Education of Anne Arundel County on the Status of the Schools.
ED 214 937

State Plan for Global Education in Florida: Findings and Recommendations.
ED 214 821

Educational Technology
Computer Literacy: The New Mandate for General Education in the 80's.
ED 214 610

The Design of an Extended Learning System for the Des Moines Area Community College.
ED 214 563

Report to the Legislature on the Educational and Fiscal Effects of Independent Study.
ED 214 552

Educational Television
Linking Californians for Learning: Next Steps for Telecommunications in California Postsecondary Education. Commission Report 81-28.
ED 214 530

Scriptwriting and Television Production.
ED 214 521

Why In the World: A Teacher's Handbook.
ED 214 806

Educational Testing
Evaluation Design Project: School District Organization Study. Annual Report.
ED 214 297

Testing, Teaching and Learning: Chairmen's Report of a Conference on Research on Testing (August 17-26, 1978).
ED 214 950

Educational Theories
Identifying the Theoretical Foundations of Visual Literacy.
ED 214 519

Reinventing the Rhetorical Tradition.
ED 214 162//

Teachers' Educational Beliefs. A Study of Schooling in the United States. Technical Report Series, No. 14.
ED 214 884

Towards a New Theory of Reading Instruction.
ED 214 157

Writing: The Nature, Development, and Teaching of Written Communication. Volume 1, Variation in Writing: Functional and

Linguistic-Cultural Differences.
ED 214 204//

Educational Trends
Associate Degrees and Other Formal Awards Below the Baccalaureate, 1978-79.
ED 214 592

Educating Students Today for a Place in Society Tomorrow: The Lake Washington School District Futures Study. A Research Report.
ED 214 270

The Green Chair Group. Predicting Distant Education in the Year 2001. Final Report.
ED 213 927

In Pursuit of Excellence: The Report of the Prichard Committee on Higher Education in Kentucky's Future to The Kentucky Council on Higher Education.
ED 214 442

On the History and Future of the American Junior College: A Bibliography of Edmund J. Gleazer, Jr. Public Administration Series: Bibliography.
ED 214 586

Educational Vouchers
Education Vouchers: Boon or Bane?
ED 214 237

Educationally Disadvantaged
Direct Instruction. Topic Summary Report. Research on School Effectiveness Project.
ED 214 909

Evaluation of the Special Services for Disadvantaged Students (SSDS) Program: 1979-80 Academic Year.
ED 214 412

Mastery Learning Developer's Guide. How to Develop Tests and Teaching Materials for all Types of Mastery Learning Students. Especially for Teaching Consumer Education and Basic Competencies to Teenagers and Adults who are Deficient or Reluctant Readers.
ED 214 866

Model for Identifying, Profiling, Recruiting, and Serving the Disadvantaged in Kentucky.
ED 213 936

A Question of Access: Tracking and Curriculum Differentiation in a National Sample of English and Mathematics Classes. A Study of Schooling in the United States. Technical Report Series, No. 24.
ED 214 892

Utilization and Effects of Alternative Measures of Comparability: Executive Summary.
ED 214 953

Effect Size
The Potency of Primary Prevention: A Meta-Analysis of Effect Size.
ED 214 067

Efficiency
Productivity in Community College Programs: A Technique for Determining Relative Efficiency.
ED 214 571

Effort
Students' Perceptions of Differential Treatment in the Classroom.
ED 214 980

Elections

Spatial Models of Election Competition.
ED 214 775

Electrical Occupations
Electrical Power Transmission and Distribution Safety. Module SH-40. Safety and Health.
ED 213 874

Electricity
Fundamentals of Electrical Safety. Module SH-03. Safety and Health.
ED 213 837
Overcurrent and Electrical Shock Protection. Module SH-31. Safety and Health.
ED 213 865

Elementary Education
Preventative Mental Health Programs and School Systems: A Review of the Literature.
ED 214 073
The Rural Education and Agriculture Program (REAP): Belize's New Approach to Rural Primary Education.
ED 214 744

Elementary School Curriculum
The Status of Elementary Social Studies Education in Selected Rhode Island Public Schools.
ED 214 812

Elementary School Mathematics
The Effects of Instruction on Children's Understanding of the Equals'' Sign.
ED 214 765
School Maths in Papua New Guinea.
ED 214 780
Using Research: A Key to Elementary School Mathematics. 1981 Revision.
ED 214 763

Elementary School Science
Cape Hatteras Lighthouse, Project CAPE Teaching Module, Publication 3-4a.
ED 214 792
Curriculum Review Handbook: Science, 1981-82.
ED 214 756
A Longitudinal Study of Science Curriculum and Practices in Elementary Schools in 10 States (1970-1980).
ED 214 802

Reasons Why Elementary and Secondary Students Do and Do Not Like Science.
ED 214 797
Safety Precautions for Science.
ED 214 757
Survey Results: Preservice Preparation of Teachers of Science at the Elementary, Middle, and Junior High School Levels.
ED 214 804

Elementary School Students
Sex Roles and Statuses in Peer Interactions in Elementary Schools.
ED 214 677

Elementary School Teachers
An Approach to Inservice Education to Promote Outdoor Education as a Teaching Method in the Elementary School.
ED 214 740

Providing Formal Class Structure On-Site for Rural Teacher Development.
ED 214 727

A Study of Preceptor Training of Classroom Teachers in Reading Diagnosis.
ED 214 161

Elementary Schools

On Implementing Court-Ordered School Desegregation: What Successful Elementary Principals Do.
ED 215 027

Elementary Secondary Education

Variety and Intensity of School-Related Problems as Perceived by Teachers, Parents and Students. A Study of Schooling in the United States. Technical Report Series, No. 17.
ED 214 887

Elementary Secondary Education Act Title I

A Cause for National Pause: Title I Schoolwide Projects.
ED 214 996

Title I Elementary and Secondary Act, 1965. Evaluation Reports, 1980-1981.
ED 215 037

Title I, Today: A Factbook. A Descriptive Summary of Title I (Financial Assistance to Meet Special Educational Needs of Children) of the Elementary and Secondary Education Act.
ED 215 042

Utilization and Effects of Alternative Measures of Comparability: Executive Summary.
ED 214 953

Elementary Secondary Education Act Title VI

Federal Nondiscrimination Regulations: A Procedural Compliance Handbook, Draft.
ED 215 007

Eligibility

Intake: Alternatives for Facilitating Participant Entry. An Action Planning Guidebook.
ED 213 992

Structural Egress and Emergency Procedures. Module SH-10. Safety and Health.
ED 213 844

Emergency Programs

Emergencies and Problems: A Procedures Manual for Trinity University Library.
ED 214 527

Fire Prevention and Emergency Procedures. Module SH-05. Safety and Health.
ED 213 839

Structural Egress and Emergency Procedures. Module SH-10. Safety and Health.
ED 213 844

Emotional Adjustment

Parents and Teachers Strategies for Improving and Coordinating Support Systems for Hearing-Impaired Students.
ED 214 324

Readjustment Counseling Programs for Vietnam Veterans. Hearing Before the Subcommittee on Hospitals and Health Care of the Committee on

Veterans' Affairs, House of Representatives, Ninety-Seventh Congress, First Session. Parts I and II.
ED 214 482

Reminiscence and Its Relationship to the Psychological Adjustment of the Elderly.
ED 214 053

Significant Other Relationships: Their Location and Importance for the Older Widow.
ED 214 098

Emotional Development

Research on Infancy of Special Relevance for Mental Health. Matrix No. 11A.
ED 214 635

Emotional Disturbances

Sexuality Education with Troubled Adolescents: Suggestions for Planning and Implementation.
ED 214 361

Emotional Response

An Investigation of Precipitating Events and Susceptibility Factors in Depression.
ED 214 071

The Louise Child Care Center's Infant/Toddler Research Program: Longitudinal Behavioral Observation of Infants' Responses to Separation and Reunion in the Day Care Environment.
ED 214 628

Reciprocity in Preschool Peers' Social Interaction.
ED 214 644

Empathy
A Comparative Study of Sampling Procedures in Counseling Process Research.
ED 214 039

Employability Development
Employability Development Plans: Counseling Participants and Developing EDPs. An Action Planning Guidebook.
ED 213 994

Employability Development Plans
Employability Development Plans: Counseling Participants and Developing EDPs. An Action Planning Guidebook.
ED 213 994

Employed Women
Women's Problems: Immobility and Professional Growth.
ED 214 035

Employee Attitudes
Eight Questions Employers Ask About Hiring the Mentally Restored.
ED 213 913

Employment & Retirement: A Management-Labor Dialogue. Proceedings of an Industry Conference on Employment and Retirement; A Pre-White House Conference on Aging Activity (Annapolis, Maryland, May 18-20, 1980).
ED 213 929

Etude des comportements langagiers dans deux entreprises en debut de processus de francisation (A Study of Language Usage and Attitudes in Two Businesses at the Beginning of the Process of Change from English to French).
ED 214 403

Meanings of Work in Different Environments and Cultures.
ED 214 099

What Is a Confidential Employee? Management Report 1981-2/5.
ED 214 607

Workers' Attitudes toward Productivity. A New Survey.
ED 213 921//

Employee Responsibility
Accept Responsibility. Work Maturity Skills. Competency 6.0.
ED 214 021

Recognizing Job Safety Hazards. Module SH-09. Safety and Health.
ED 213 843

Employer Attitudes
Eight Questions Employers Ask About Hiring the Mentally Restored.
ED 213 913

Employment of Baccalaureate Graduates: The Effect of Institutional Reputation, Location, and Executive Alma Mater.
ED 214 460

Employment & Retirement: A Management-Labor Dialogue. Proceedings of an Industry Conference on Employment and Retirement; A Pre-White House

Conference on Aging Activity (Annapolis, Maryland, May 18-20, 1980).
ED 213 929

Management Attitudes toward Productivity.
ED 213 922//

Survey of University of Toledo Legal Assisting Technology Graduates.
ED 214 443

Employer Employee Relationship
Eight Questions Employers Ask About Hiring the Mentally Restored.
ED 213 913

Helping Working Parents: Child Care Options for Business.
ED 214 626

What Is a Confidential Employee? Management Report 1981-2/5.
ED 214 607

Workers' Attitudes toward Productivity. A New Survey.
ED 213 921//

Employer Supported Child Care
Helping Working Parents: Child Care Options for Business.
ED 214 626

Employment
The Employment Situation in Selected Communities on the Lower Eastern Shore of Maryland.
ED 215 012

The Mentally Retarded and the Educational System in Denmark.
ED 214 348

The White House Conference on Aging: Recommendations of Its Technical Committees and the Possible Congressional Response.
ED 214 055

Employment Counselors
Advising. CAP Job Function.
ED 214 003

Employment Interviews
Helping the Nontraditional Student: Counseling, Job Development, and Job Placement.
ED 214 038

Interview for the Job. Job Search. Competency 4.0.
ED 214 028

Employment Level
Career and Education Patterns of Rural Women.
ED 214 725

Salary Compensation Systems for Librarians: A Study of Ten Members of the Association of Research Libraries. Occasional Paper Number 5.
ED 214 542

The Status of Librarians in ARL Libraries: An Overview. SPEC Kit #61.
ED 214 539

Employment Opportunities
Assessment of Occupational Opportunities in Health Occupations for Handicapped.
ED 213 932

Eight Questions Employers Ask About Hiring the Mentally Restored.
ED 213 913

Employment and Crime: A Review of Theories and Research.
ED 213 980

A Horse of a Different Color: Living Happily as a Writing Teacher for Lawyers and Other Professionals.
ED 214 179

The Participation of Minorities and Women in Education R&D Leadership and Management: An Annotated Bibliography.
ED 214 433

Youth Employment in Hawaii: A Policy Document.
ED 213 818

Employment Patterns

Assessment of Occupational Opportunities in Health Occupations for Handicapped.
ED 213 932

Baruch College Annual Alumni Survey, Class of 1978.
ED 214 458

Employment and Crime: A Review of Theories and Research.
ED 213 980

Survey of University of Toledo Legal Assisting Technology Graduates.
ED 214 443

1980 Manitoba Community Colleges Follow-Up Survey.
ED 214 553

Employment Potential

Barriers and Supports in the Job Search: Preliminary Findings from a Survey of Older Job Seekers.
ED 214 074

Employability Development Plans: Counseling Participants and Developing EDPs. An Action Planning Guidebook.
ED 213 994

Job Creation: Creative Materials, Activities, & Strategies for the Classroom.
ED 213 954

Work Maturity Skills Instructor Guide.
ED 214 014

Employment Practices

Affirmative Action to Employ Mentally Restored People.
ED 213 912

Employment & Retirement: A Management-Labor Dialogue. Proceedings of an Industry Conference on Employment and Retirement; A Pre-White House Conference on Aging Activity (Annapolis, Maryland, May 18-20, 1980).
ED 213 929

Management Attitudes toward Productivity.
ED 213 922//

What Is a Confidential Employee? Management Report 1981-2/5.
ED 214 607

Employment Problems

Youth Employment in Hawaii: A Policy Document.
ED 213 818

Employment Programs

Apprenticeships in Employment and Training Programs. An Action Planning Guidebook.
ED 213 991

Career Education Materials for Employment and Training Programs. Catalog.
ED 213 997

Employability Development Plans: Counseling Participants and Developing EDPs. An Action Planning Guidebook.
ED 213 994

Follow-Up and Follow-Through in Employment and Training Programs. An Action Planning Guidebook.
ED 213 996

Improving Youth Employment Prospects: Issues and Options. A CBO Study.
ED 213 974

Intake: Alternatives for Facilitating Participant Entry. An Action Planning Guidebook.
ED 213 992

Job Placement in Employment and Training Programs. An Action Planning Guidebook.
ED 213 995

Technical Assistance for Employment and Training Programs. Overview.
ED 214 030

Testing in Employment and Training Programs. An Action Planning Guidebook.
ED 213 993

Urban Youth, Their Long-Term Employment Prognosis and Necessary Remedial and Corrective Action.
ED 215 065

Employment Qualifications

Eight Questions Employers Ask About Hiring the Mentally Restored.
ED 213 913

Health Careers Exploration for the Handicapped. A Guide for Counselors and Teachers.
ED 213 825

Prepare for the Job Search. Job Search. Competency 1.0.
ED 214 025

Enabler Model

The Enabler Model of Early Childhood Training and Program Development.
ED 214 663

Endocrine System

The Endocrine System and Instructor's Guide: The Endocrine System. Health Occupations Education Module: Instructional Materials in Anatomy and Physiology for Pennsylvania Health Occupations Programs.
ED 213 969

Endowment Funds

The Foundation Handbook: A Private Foundation Approach to Fund Raising at State Colleges and Universities.
ED 214 484

Energy

Energy Use and the Environment. Concepts & Activities for the Classroom: Mathematics Module. Environmental Education Supplementary Instructional Guide.
ED 214 794

Interreliance: An Energy Awareness Project for the Community Colleges. A Report of the Task Force on Energy Education.
ED 214 587

Teaching Energy Awareness. Environmental Education Series.
ED 214 841

Energy Conservation
Colorado's Alternative School Calendar Program and the Four Day Week.
ED 214 719

Energy Use and the Environment. Concepts & Activities for the Classroom: Mathematics Module. Environmental Education Supplementary Instructional Guide.
ED 214 794

Interreliance: An Energy Awareness Project for the Community Colleges. A Report of the Task Force on Energy Education.
ED 214 587

Teaching Energy Awareness. Environmental Education Series.
ED 214 841

Energy Education
Energy Use and the Environment. Concepts & Activities for the Classroom: Mathematics Module. Environmental Education Supplementary Instructional Guide.
ED 214 794

Teaching Energy Awareness. Environmental Education Series.
ED 214 841

Engineering Education
Identifying Different Levels of Understanding Attained by Physics Students. Final Report.
ED 214 755

A Model Continuing Education Needs Assessment/Response System in Science and Engineering. Summary Report.
ED 214 790

England
Community Colleges in England and Wales.
ED 214 564//

The Management of Quality in Further Education: A Report on the Proceedings of the AVPC Autumn General Meeting, (Berkshire, England, 20 November 1981).
ED 214 437

Sociological Bases of Informal Education: An Ethnographic Study of an Informal Middle School in England.
ED 214 228

English
English for Driving Student Workbook.
ED 213 976

English for Driving Teacher's Guide.
ED 213 977

English for Driving Visuals for Use with Student Workbook and Teacher's Guide.

ED 213 978

English (British)

Positive and Negative Politeness Strategies and Their Influence on American and British English Discourse.

ED 214 398

English (Second Language)

The Admission and Academic Placement of Students from Selected South American Countries: Bolivia, Brazil, Paraguay, Uruguay. A Workshop Report, September-October, 1977.

ED 214 451

The Admission and Placement of Students from Latin America: A Workshop Report. Brazil, Central America, (Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua, Panama), Colombia, Venezuela.

ED 214 449

Computer-Assisted Instruction in the ESL Curriculum.

ED 214 391

Effectiveness of Bilingual Education: A Review of the Literature. Final Draft Report.

ED 215 010

English Language Teaching by Foreigners in Harbin, Northeast China.

ED 214 396

Guidelines for the Development of Programs for Students with Limited English Proficiency under Part 154 of the Regulations of the Commissioner of Education.

ED 214 380

Help for the Reading Teacher: Dealing with Limited English Proficient (LEP) Children in Classroom and Reading Center.

ED 214 158

John Bowne High School Basic Bilingual Program. E.S.E.A. Title VII. Final Evaluation Report, 1980-1981.

ED 215 071

John Jay High School Project Rescate.'' E.S.E.A. Title VII. Final Evaluation Report, 1980-1981.

ED 215 069

A Practical Application of a Study of Errors of College Francophone Students Learning English.

ED 214 374

A Reading and Writing Program Using Language-Experience Methodology Among Adult ESL Students in a Basic Education Program. Administrators/Instructors Manual.

ED 213 914

A Reading and Writing Program Using Language-Experience Methodology Among Adult ESL Students in a Basic Education Program. Volunteer Tutor Manual.

ED 213 915

The Reality of Written Examinations and Realism in Preparing for Them.
ED 214 393

Superordinate Terms in Expository Writing.
ED 214 389

Teaching English to Haitians. Refugee Education Guide. General Information Series #26.
ED 214 406

Title I Elementary and Secondary Act, 1965. Evaluation Reports, 1980-1981.
ED 215 037

William H. Taft High School Project Adelante. E.S.E.A. Title VII. Final Evaluation Report, 1980-1981.
ED 215 068

English Curriculum
A Composition Curriculum Based on James Britton's Theories.
ED 214 182

English for Special Purposes
Adult Basic Education for Non-English Speakers: A Bibliography.
ED 214 382

Language for Specific Purposes Program-Development and Implementation of a Vocation-Specific Language Acquisition Course of Study.
ED 214 390

Lexical Exploration for Advanced ESL Students in Public Health.
ED 214 366

English Instruction
Alabama Course of Study: Language Arts K-12. Bulletin 1981, No. 21.
ED 214 194

Evaluating Developmental English Programs in Georgia.
ED 214 166

Help for the Reading Teacher: Dealing with Limited English Proficient (LEP) Children in Classroom and Reading Center.
ED 214 158

Language Arts: A Wide Spectrum of Ideas.
ED 214 193

The Study and Teaching of Literature.
ED 214 185

208 English Teachers. A Study of Schooling in the United States. Technical Report Series, No. 11.
ED 214 881

English Teacher Education
From Bare Bones: Building a Training Program for Writing Teachers.
ED 214 165

Improving the Teaching of Writing in Your Own School: A Staff Development Program.
ED 214 199

Enlisted Personnel
Profile of American Youth: 1980 Nationwide Administration of the Armed Services Vocational Aptitude Battery.
ED 214 976

Enrichment Activities
The Mamook Book: Activities for Learning About the Northwest Coast Indians.
ED 214 720

Mathematics Contests: A Handbook for Mathematics Educators.
ED 214 793//

Native Americans in Oklahoma, K-6.
ED 214 723

Enrollment

Course Registration Report: University of Hawaii, Community Colleges, Fall 1981.
ED 214 556

Report to the Legislature on the Educational and Fiscal Effects of Independent Study.
ED 214 552

Enrollment Influences

Analysis of Tuition and Fees.
ED 214 598

Continuing Education Students.
ED 214 590

Science Education for Women and Minorities in an Urban Community College. Topical Paper Number 75.
ED 214 578

Student Attrition at the Community College: The Need for Conceptual Clarification.
ED 214 609

Enrollment Projections

Analysis of Tuition and Fees.
ED 214 598

Enrollment Rate

California College-Going Rates and Community College Transfers: 1980 Update.
ED 214 589

Preprimary Enrollment 1980.
ED 214 682

Enrollment Trends

California College-Going Rates and Community College Transfers: 1980 Update.
ED 214 589

Course Registration Report: University of Hawaii, Community Colleges, Fall 1981.
ED 214 556

Fall 1980 to Fall 1981 Enrollment Comparisons Based on First Census.
ED 214 560

The Influence of Student Characteristics on Absentee Patterns: Ninth Graders, 1979-80.
ED 215 019

Population Change and Community Services: The Case of the Public Schools. Staff Paper Series #28.
ED 214 715

Preprimary Enrollment 1980.
ED 214 682

Profile of Entering Students: A Comparison between New Full-Time Students in Fall, 1979, Fall, 1980, and Fall, 1981.
ED 214 566

Status of Day Care in Canada, 1980: A Review of the Major Findings of the National Day Care Study, 1980.
ED 214 666

Student Flows and Expenditure in Higher Education, 1965-1979.
ED 214 419

A Study of Programs to Prepare Early Childhood Personnel.
ED 214 662

Trends in Enrollment and Degrees Granted, 1948-1980: State University of New York.
ED 214 424

Washington Community Colleges Factbook, Academic Year 1980-81.
ED 214 562

Washington Community Colleges Fall Quarter Report, 1981.
ED 214 593

Entrepreneurship
Job Creation: Creative Materials, Activities, & Strategies for the Classroom.
ED 213 954

Entry Workers
The Development of Standards to Ensure the Competency of Physician Assistants. Volume II of V: Role Delineation for the Physician Assistant. Final Report, July 1, 1976-August 14, 1979.
ED 213 917

Environment
Using Information about the Environment. CAP Job Function.
ED 214 010

Environmental Education
Back to the Basics'' Through Environmental Education.
ED 214 764

Cape Hatteras Lighthouse, Project CAPE Teaching Module, Publication 3-4a.
ED 214 792

Energy Use and the Environment. Concepts & Activities for the Classroom: Mathematics Module. Environmental Education Supplementary Instructional Guide.
ED 214 794

Fertilizer Use and Water Quality.
ED 213 934

Research in Environmental Education 1971-1980.
ED 214 762

Teaching Natural Resource Management Through Environmental Education Activities.
ED 214 752

Environmental Education Research
Research in Environmental Education 1971-1980.
ED 214 762

Environmental Influences
Environmental Effects on Health with Special Emphasis on Neurotoxicology. Matrix No. 16.
ED 214 638

Recognizing Job Health Hazards. Module SH-08. Safety and Health.
ED 213 842

Epilepsy
Handicaps and Developmental Disabilities. Matrix No. 10.
ED 214 634

Equal Education
Enhancement of Maryland's Predominantly Black Collegiate Institutions. Consultant's Report to the Desegregation Task Force of the State Board for Higher Education.
ED 214 422
Equal Educational Opportunity in Special Education: Legal Mandates and Strategies for Planning, Chapter 766.
ED 214 327
Federal Nondiscrimination Regulations: A Procedural Compliance Handbook. Draft.
ED 215 007
Implementing Educational Equity Practices in a Field-Based Teacher Education Program: Some Promising Practices.
ED 214 919
A Question of Access: Tracking and Curriculum Differentiation in a National Sample of English and Mathematics Classes. A Study of Schooling in the United States. Technical Report Series, No. 24.
ED 214 892
Towards the Third Cycle of APEID. Final Report. Regional Consultation Meeting on the Asian Programme of Educational Innovation for Development (7th, Bangkok, Thailand, June 1-10, 1981).
ED 214 697
Work Plan of APEID for the Third Programming Cycle, 1982-1986. Regional Consultation Meeting (7th, Bangkok, Thailand, June 1-10, 1981).
ED 214 698

Equal Opportunities (Jobs)
Affirmative Action to Employ Mentally Restored People.
ED 213 912

Equal Rights Amendment
Boycott as a Persuasive Tactic in Attempting to Ratify E. R. A.
ED 214 224

Equality (Mathematics)
The Effects of Instruction on Children's Understanding of the "Equals" Sign.
ED 214 765

Equalization Aid
The Report and Recommendations of the New York State Special Task Force on Equity and Excellence in Education. Volume Two.
ED 214 268

Equated Scores
Standard Error of an Equating by Item Response Theory.
ED 214 947
The Standard Error of Equipercentile Equating.
ED 214 948

Equipercentile Equating
The Standard Error of Equipercentile Equating.
ED 214 948

Equipment Standards
Choosing a Microcomputer for Use as a Teaching Aid.
ED 214 608

Equipment Utilization
Excavating, Trenching, and Shoring Safety. Module SH-38. Safety and Health.

ED 213 872
Ladder and Scaffolding Safety. Module SH-22. Safety and Health.
ED 213 856
Machine and Woodworking Tool Safety. Module SH-24. Safety and Health.
ED 213 858
Material Hoist Safety. Module SH-16. Safety and Health.
ED 213 850
Mechanized Off-Road Equipment Safety. Module SH-17. Safety and Health.
ED 213 851
Safety Features of Material and Personnel Movement Devices. Module SH-25. Safety and Health.
ED 213 859
Safety Practices for Commercial Diving. Module SH-43. Safety and Health.
ED 213 877
Safe Use of Powered Industrial Trucks. Module SH-42. Safety and Health.
ED 213 876
Using Ropes, Chains and Slings Safely. Module SH-14. Safety and Health
ED 213 848

Equity (Education)
The Report and Recommendations of the New York State Special Task Force on Equity and Excellence in Education. Volume Two.
ED 214 268

Error Analysis (Language)
A Practical Application of a Study of Errors of College Francophone Students Learning English.
ED 214 374
The Reality of Written Examinations and Realism in Preparing for Them.
ED 214 393
Vocabulary-Test Errors and Word Learning. Technical Report 1981-8.
ED 214 137

Error of Measurement
Measurement Error and SAT Score Change.
ED 214 984
Standard Error of an Equating by Item Response Theory.
ED 214 947
The Standard Error of Equipercentile Equating.
ED 214 948

ESEA Title I Migrant Programs
Evaluation of the 1979-80 Title-I Migrant Tutoring Program.
ED 214 746
Oklahoma Annual Migrant Evaluation Report, Title I. 1981.
ED 214 722

Ethics
Practice Ethical Behavior. Work Maturity Skills. Competency 4.0.
ED 214 019

Ethnic Distribution
California College-Going Rates and Community College Transfers: 1980 Update.
ED 214 589
Migrant Families in Australia. Working Paper 3.
ED 214 741

Ethnic Groups
Career Development of Male and Female Elementary Principals in a Southwest School District.

ED 214 255
Community Involvement in Ethnic Television.
ED 215 050
An Examination of Ethnic Content in Nine Current Basal Reading Series.
ED 214 101
Planning and Development in The Netherlands: Immigrant Ethnic Minorities in The Netherlands. Vol. XIII, No. 1, 1981.
ED 215 014

Ethnicity
Data on Earned Degrees Conferred by Institutions of Higher Education by Race, Ethnicity, and Sex, Academic Year 1978-1979. Volumes I and II.
ED 214 456

Etiology

An Investigation of Precipitating Events and Susceptibility Factors in Depression.
ED 214 071

Europe
Undergraduate Education in Cancer in the European Region. Report on a UICC/WHO Meeting (Geneva, Switzerland, April 6-8, 1981).
ED 214 425

Europe (East)
Access to Higher Education in Europe.
ED 214 411
Interuniversity Co-Operation in the Europe Region.
ED 214 410
Student Flows and Expenditure in Higher Education, 1965-1979.
ED 214 419

Europe (West)
Access to Higher Education in Europe.
ED 214 411
Interuniversity Co-Operation in the Europe Region.
ED 214 410
Student Flows and Expenditure in Higher Education, 1965-1979.
ED 214 419

Evaluation
Evaluation Strategies for Urban Intervention Program. Proceedings from the Workshop on Urban Intervention Programs (Washington, DC, October 23, 1980).
ED 215 008
Evaluation Technologies Program: Evaluation Practices. Field Draft of Leader's Package, CSE Workshop Series.
ED 214 941
Evaluation Thesaurus. Third Edition.
ED 214 952
Improving Evaluation Use in Local School Settings. Optimizing Evaluation Use: Final Report.
ED 214 998
Utilizing Experiential Learning in Assessing Occupational Competencies of T&I Instructors.
ED 213 820

Evaluation Criteria
Achievement Attributions by Young and Old Judges as a Function of Perceived Age of Stimulus Person.
ED 214 072
An Adaptation of the "Standards for Evaluations" for the Interpretation of Reading Program Evaluations. Final Report.
ED 214 110
Comparative Evaluation of Political Candidates: Implications for the Voter Decision Making Process.
ED 214 223
Executive Review in ARL Libraries. SPEC Kit #72.
ED 214 532
Knowing and Caring Toward an Effective Social Studies Reading Program.
ED 214 146
The Meaning and Measurement of Quality in the Undergraduate Experience.
ED 214 469
Merit Rating Guidelines for Kentucky Schools.
ED 214 942
MPAA Film Ratings and Film Attendance: A Test of Reactance Theory.
ED 214 218

Evaluation Methods
An Adaptation of the "Standards for Evaluations" for the Interpretation of Reading Program Evaluations. Final Report.
ED 214 110
Classroom Applications of Writing Assessment: A Teacher's Handbook.
ED 214 995
A Comparative Study of Sampling Procedures in Counseling Process Research.
ED 214 039
Defensible Educational Goals and Needs-Assessment Strategies. Studies in Evaluation and Decision Making. Work Unit 3: Philosophic Inquiry into Evaluation.
ED 214 949
Emerging Methodologies for the Evaluation of Arts in the Schools.
ED 214 991
Evaluating Classroom Speaking.
ED 214 213
Evaluation of Educational Innovations.
ED 214 946
Evaluation: Past, Present and Future: Phi Delta Kappa Occasional Paper 17.
ED 214 972
Evaluation Workshop IV: Implementation Evaluation.
ED 214 958
Evaluation Workshop VI: Summative Evaluation. New Edition
ED 214 960
Evaluation Workshop V: Progress Evaluation. Team Notebook.
ED 214 959
Examining Self-Esteem Needs in School Programs Through Item Analysis.
ED 214 993
Executive Review in ARL Libraries. SPEC Kit #72.
ED 214 532
Full Service School Model: Toward a Valid Measurement of Effectiveness.

ED 214 236
A Functional Model for Management of Large Scale Assessments.
ED 214 303
Handbook in Evaluating with Photography.

ED 214 989
Horizontal Evaluation: An Investigation Into an Approach to Student Teacher Supervision.
ED 214 904
The Junior High Teacher as a Classroom Evaluator.
ED 214 285
Planning for the Evaluation of Teaching. NSPER: 79. A CEDR Center on Evaluation, Development and Research Monograph.
ED 214 967
The Potency of Primary Prevention: A Meta-Analysis of Effect Size.
ED 214 067
Staff Development: A Systematic Process.
ED 214 332

Evaluation Needs
Evaluation Strategies for Urban Intervention Program. Proceedings from the Workshop on Urban Intervention Programs (Washington, DC, October 23, 1980).
ED 215 008

Evaluation Research
Management Review of Evaluation Practice.
ED 214 983

Evaluation Utilization
Improving Evaluation Use in Local School Settings. Optimizing Evaluation Use: Final Report.
ED 214 998
Qualitative Studies in Context: Reflections on the CSE Studies of Evaluation Use.
ED 214 978

Evaluative Thinking
Comparative Evaluation of Political Candidates: Implications for the Voter Decision Making Process.
ED 214 223
Evaluation Workshop I: An Orientation. New Edition.
ED 214 955
Evaluation Workshop VI: Summative Evaluation. New Edition
ED 214 960
Fairness in Qualitative Evaluation: Some Implications for Educational Evaluators.
ED 214 988

Evaluators
Evaluation Workshop I: An Orientation. New Edition.
ED 214 955
Fairness in Qualitative Evaluation: Some Implications for Educational Evaluators.
ED 214 988
The Junior High Teacher as a Classroom Evaluator.
ED 214 285

Evolution
Status Assessment: Act 685-Balanced Treatment for Creation-Science and Evolution-Science.
ED 214 781

Excavations
Excavating, Trenching, and Shoring Safety. Module SH-38. Safety and Health.
ED 213 872

Exceptional Persons
Exceptional Students: Exceptional Needs.
ED 214 291//

Full Service School Model: Toward a Valid Measurement of Effectiveness.
ED 214 236

Exchange Programs
Internships and Job Exchanges: Internships in ARL Libraries. SPEC Kit No. 79.
ED 214 535

Existentialism
The Development of a Phenomenologically Based Therapeutic Graduate Program: A Contribution to Pluralism in Psychology.
ED 214 077

Expectation
Expectancy Climate and School Effectiveness.
ED 214 246

Students' Perceptions of Differential Treatment in the Classroom.
ED 214 980

Teacher Burnout and Perceived Job Security (Dynamics and Implications).
ED 214 867

Expectation States Theory
Expectation States Theory and Classroom Learning.
ED 214 750

Expenditure Per Student
Student Flows and Expenditure in Higher Education, 1965-1979.
ED 214 419

Expenditures
Financial Analysis for Academic Units. AAHE-ERIC/Higher Education Research Report No. 7, 1981.
ED 214 450

Operating Ratios and Institutional Characteristics Affecting the Responsiveness of Black Colleges and Universities to Professional Allied Health Programs.
ED 214 466

Revenue and Expenses of Ontario Universities, 1980-81. Volume II Affiliated and Federated Colleges and Universities.
ED 214 414

Revenue and Expenses of Ontario Universities, 1980-81. Volume

I Universities.
ED 214 413

Revenue and Expenses of Ontario Universities, 1980-81. Volume IV Physical Plant Operating Expenses.
ED 214 416

Experience
Gestalt Therapy: Its Inheritance from Gestalt Psychology.
ED 214 061

Experiential Learning
Cooperative Education, Experiential Learning, and Personal Knowledge.
ED 214 426

Implementing PCRP: Fact or Fiction? Communication Skills.
ED 214 112

Once Upon a Springtime: Kindergarten Science Experiences to Enhance Reading Readiness.
ED 214 683

Using an Experiential Group To Teach a Group Therapy Course.
ED 214 059

Experimental Programs
Towards a Model for Satellite-Based Instruction at the University of Victoria. Report on the ANIK-B Experimental Project, September 1979 to June 1980. Summary Report.
ED 214 492

Explosives
Precautions for Explosive Materials. Module SH-20. Safety and Health.
ED 213 854

Expository Writing
A Computer Program for Invention and Feedback.
ED 214 177

Superordinate Terms in Expository Writing.
ED 214 389

Expressive Language
The Use of Writing to Improve Reading Comprehension.
ED 214 102

Extended School Day
Colorado's Alternative School Calendar Program and the Four Day Week.
ED 214 719

Differential Effect of Length of Day on Kindergarten Readiness.
ED 214 144

Extension Education
The Design of an Extended Learning System for the Des Moines Area Community College.
ED 214 563

Determining Educational Needs of AFL-CIO Union Members in Southeast Florida. A Report to the Board of Directors of the Southeast Florida Educational Consortium.
ED 214 455

Development of Rural Leadership: Problems, Procedures, and Insights.

Summary of an Impact Assessment of Public Affairs Leadership Programs Conducted in California, Michigan, Montana, and Pennsylvania and Executive Summary.
ED 214 748

New Approaches for Improving the Managerial Capacity of Post-Secondary Institutions.
ED 214 477

Providing Formal Class Structure On-Site for Rural Teacher Development.
ED 214 727

Extracurricular Activities
Participation Levels by Ethnicity in School Activities: Preliminary Indicators.
ED 215 052

Student Council Activity Resource Book.
ED 214 239

Eye Structure
The Effects of Word Potency, Frequency, and Graphic Characteristics on Word Recognition in the Parafoveal Field.
ED 214 138

Facet Analysis
The Problem and Problem Delineation Techniques. Phi Delta Kappa Occasional Paper No. 1.
ED 214 969

Facilities
Development and Modernization of the Basbakanlik Arsiv: Turkey.
ED 214 543

Facility Improvement
The Future Direction of Correctional Services for Adult Offenders.
ED 215 054

Factor Analysis
Development and Psychometric Analyses of Major Scales Utilized in A Study of Schooling. A Study of Schooling in the United States. Technical Report Series, No. 4.
ED 214 874

Internal Construct Validity of the Career Skills Assessment Program.
ED 214 987

Item Variance Components and Units-of-Analysis in a Measure of Classroom Climate. A Study of Schooling in the United States. Technical Report Series, No. 7.
ED 214 877

Faculty Advisers
Academic Advisors: The Boundary Spanners.
ED 214 481

Faculty College Relationship
Role Conflict and Accord: The Artist and Humanist in the University.
ED 214 432

The Scope of Faculty Collective Bargaining: An Analysis of Faculty

Union Agreements at Four-Year Institutions of Higher Education. Contributions to the Study of Education, Number 2.
ED 214 444//

Faculty Development
Developing Effective Middle Schools through Faculty Participation.
ED 214 272

From Bare Bones: Building a Training Program for Writing Teachers.
ED 214 165

The Future of Teaching in the Community College.
ED 214 617

Project PROF: A Professional Development Program for College Faculty.
ED 214 463

Technical Status Report on Staff Development. Final Report.
ED 214 863

Faculty Evaluation
The Management of Quality in Further Education: A Report on the Proceedings of the AVPC Autumn General Meeting, (Berkshire, England, 20 November 1981).
ED 214 437

Faculty Promotion
Strategies and Other Predictors for the Upward Career Mobility of Women in School Administration.
ED 214 296

Faculty Workload
Resource Handbook on Manpower Flexibility Options in Ontario Universities.
ED 214 409

Failure
Achievement Attributions by Young and Old Judges as a Function of Perceived Age of Stimulus Person.
ED 214 072

Causal Attributions and Normal Mood Variations.
ED 214 043

What's Wrong with Architecture?
ED 214 195

Fairness
Fairness in Qualitative Evaluation: Some Implications for Educational Evaluators.
ED 214 988

Family Characteristics
Adolescent Mental Health: Delinquency. Matrix No. 8.
ED 214 633

Family Perceptions of Responsibility for Mentally Retarded Children.
ED 214 336

Family Counseling
A Family Counseling Sequence in Counselor Education.
ED 214 040

Family Day Care

Implementing a State Wide Family Day Care Conference.
ED 214 669

Status of Day Care in Canada, 1980: A Review of the Major Findings of the National Day Care Study, 1980.
ED 214 666

Family Environment
The Condition of Child Abuse/Neglect as an Environmental Influence on Early Childhood Development.
ED 214 646

Family Influence
Evaluation of Preschool Experiences and Their Relationship to First Grade Basic Skills Achievement in the Greenwood Public Schools.
ED 214 665

In Search of the Silken Purse: Factors in Attrition among First-Generation Students. Revised.
ED 214 431

School Culture and Academic Achievement: A Cross-gender, Cross-cultural Study.
ED 214 307

Family Involvement
A Partnership of Caring: A Blueprint for Social Action.
ED 214 082

Survey of AASCU Presidential Spouses: Myths and Realities.
ED 214 490

Family Problems
The Federal Response to Domestic Violence. A Report of the United States Commission on Civil Rights.
ED 215 048

Family Programs
What Is'' Pro-Family Policy? Proceedings of the Bush Interest Group/Symposium (New Haven, Connecticut, May 18-20, 1981).
ED 214 680

Family Relationship
Adolescent Loneliness.
ED 214 081

Family Relationships and Parenting Education: With Special Emphasis on Parenting. Instructor Material.
ED 214 088

Retrospective Reports of Important Personal Events by Aging Persons.
ED 214 063

Significant Other Relationships: Their Location and Importance for the Older Widow.
ED 214 098

Survival Skills. Pre-Apprenticeship Phase 2 Training. Instructors Guide
ED 213 905

The White House Conference on Aging: Recommendations of Its Technical Committees and the Possible Congressional Response.
ED 214 055

Family Role
Integrated and Early Childhood Education: Preparation for Social Development. Theme B: Home and School - Contrasting Cultures.
ED 214 686

Family School Relationship
Integrated and Early Childhood Education: Preparation for Social Development. Theme B: Home and School - Contrasting Cultures.
ED 214 686

Family Structure
A Multigenerational Perspective on the Task Field of Parents.
ED 214 076

When There Are No Children: Two Childless Old Men Respond to Old Age.
ED 214 078

Fantasy
Widowhood Fantasies: Incidence, Characteristics, and Potential Function.
ED 214 033

Farmers
Using Information about the Environment. CAP Job Function.
ED 214 010

Fatherless Family
Trends in Divorce and Effects on Children.
ED 214 630

Fear of Success
Fear of Success and Achievement Anxiety in Reentry Versus Non-Reentry Women.
ED 214 479

Federal Aid
Federal Funding to Two Year Colleges, Fiscal Year 81.
ED 214 576

Federal Legislation and Education in New York State.
ED 214 258

Medicaid Cutbacks on Infant Care. Hearing Before the Subcommittee on Oversight and Investigations and the Subcommittee on Health and Environment of the Committee on Energy and Commerce, House of Representatives, Ninety-Seventh Congress, First Session (July 27, 1981).
ED 214 642

State, Local, and Federal Financing for Illinois Public Schools, 1981-1982. Revised.
ED 214 267

Title I, Today: A Factbook. A Descriptive Summary of Title I (Financial Assistance to Meet Special Educational Needs of Children) of the Elementary and Secondary Education Act.
ED 215 042

What Is'' Pro-Family Policy? Proceedings of the Bush Interest Group/Symposium (New Haven, Connecticut, May 18-20, 1981).

ED 214 680

Federal Government
Computer-Based National Information Systems. Technology and Public Policy Issues.
ED 214 500

Federal-Provincial Relations and Support for Universities.
ED 214 441

Policy Statement on the Need for a Continuing Strong Federal Role in Vocational Education.
ED 213 979

Federal Indian Relationship
Indian Tribes: A Continuing Quest for Survival. A Report of the United States Commission on Civil Rights.
ED 214 711

The Little White School House: The Impact of Progressive Reform on the Social and Educational Policy of the United States Indian Service and Bureau of Indian Affairs, 1895-1940.
ED 214 712

Federal Legislation
Affirmative Action to Employ Mentally Restored People.
ED 213 912

An Analysis of Five Major Public Laws and Their Impact on the Handicapped.
ED 214 318

The Federal Response to Domestic Violence. A Report of the United States Commission on Civil Rights.
ED 215 048

The Future Direction of Correctional Services for Adult Offenders.
ED 215 054

Implementation of the Career Education Incentive Act in Tennessee: An Evaluator's Perspective.
ED 213 985

Policy Statement on the Need for a Continuing Strong Federal Role in Vocational Education.
ED 213 979

Putting America Back to Work: A Concept Paper.
ED 214 577

Utilization and Effects of Alternative Measures of Comparability: Executive Summary.
ED 214 953

Youth Conservation Corps and Young Adult Conservation Corps. Hearings before a Subcommittee of the Committee on Government Operations, House of Representatives. Ninety-Seventh Congress, First Session (June 25 and July 17, 1981).
ED 213 975

Federal Programs
Bienvenido Bilingual Education Project: End of Year Report, Fiscal Year 1981.
ED 215 024

Early Childhood Education: The Year in Review. A Look at 1981.
ED 214 668//

Evaluation of the Special Services for Disadvantaged Students (SSDS) Program: 1979-80 Academic Year.
ED 214 412

Evaluation Report: ESEA Title I Projects, Fiscal Year 1981.
ED 215 023

Evaluation Strategies for Urban Intervention Program. Proceedings from the Workshop on Urban Intervention Programs (Washington, DC, October 23, 1980).
ED 215 008

Executive Abstracts, 1980-81.
ED 215 018

Federal Legislation and Education in New York State.
ED 214 258

The Federal Response to Domestic Violence. A Report of the United States Commission on Civil Rights.
ED 215 048

Goal Ambiguity and Organizational Decoupling: The Failure of Rational Program Implementation.
ED 214 259

Improving Youth Employment Prospects: Issues and Options. A CBO Study.
ED 213 974

P.A.C. Planner's Workbook. E.S.E.A. Title I. Revised.
ED 215 066

Title I, Today: A Factbook. A Descriptive Summary of Title I (Financial Assistance to Meet Special Educational Needs of Children) of the Elementary and Secondary Education Act.
ED 215 042

Federal Regulation

Affirmative Action to Employ Mentally Restored People.
ED 213 912

Coast Guard Regulations Applied to Offshore Drilling. Module SH-45. Safety and Health.
ED 213 879

Federal Nondiscrimination Regulations: A Procedural Compliance Handbook. Draft.
ED 215 007

Goal Ambiguity and Organizational Decoupling: The Failure of Rational Program Implementation.
ED 214 259

Technical Status Report on Staff Development. Final Report.
ED 214 863

Federal State Relationship

Federal Legislation and Education in New York State.
ED 214 258

Hearings on Reauthorization of the Vocational Education Act of 1963.

Part 5: National Institute of Education Study. Hearing Before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-Seventh Congress. First Session on H.R. 66 (October 21, 1981).
ED 213 972

Federalist Papers

The Federalist Papers Reexamined.
ED 214 856

Feedback

Computer Analyzed Stress-Episode Cards: A Self-Awareness Feedback Technique.
ED 214 037

A Computer Program for Invention and Feedback.
ED 214 177

The Message Transferred. A Record of Data Feedback Procedures to Interested Agency Clienteles and County Citizens as Part of the Human Service Agencies' Collaboration in the Delivery of Services and Amenities to Rural Citizens in Clinton County, New York.
ED 214 728

Fees
Fees for Service. SPEC Kit #74.
ED 214 534

Females
An Assessment of a Community College Reentry Program for Women.
ED 214 557

Career and Education Patterns of Rural Women.
ED 214 725

Changes in the Political Role of Women Since 1960.
ED 214 811

Charlotte Perkins Gilman's The Yellow Wallpaper'': Women, Society, Sanity.
ED 214 175

Factors Related to Young Women's Persistence and Achievement in Advanced Placement Mathematics.
ED 214 798

Fear of Success and Achievement Anxiety in Reentry Versus Non-Reentry Women.
ED 214 479

A Future for Us All. A Resource Guide for Refugee Women's Program Development.
ED 214 405

Gender Differences in Solving Mathematics Problems among Two-Year College Students in a Developmental Algebra Class and Related Factors.
ED 214 602

The Impact of Minority Presence in Girl Scouting on White and Minority Communities. Executive Summary.
ED 215 015

Interactions of Work-Task Dimensions and Sex Differences in

Occupational Choices. Research Report.
ED 213 819

Knowledge and Use of Contraception in Twenty Developing Countries. Reports on the World Fertility Survey 3.
ED 214 673

Midlife Women in Continuing Education: A Comparative Study.
ED 213 986

Minorities and Women in Educational Research: Progress Toward Equality. Final Report.
ED 214 836

The Participation of Minorities and Women in Education R&D Leadership and Management: An Annotated Bibliography.
ED 214 433

Psychosocial Characteristics of Female Medical Students.
ED 214 462

The Reproductive System and Instructor's Guide: The Reproductive System. Health Occupations Education Module. Instructional Materials in Anatomy and Physiology for Pennsylvania Health Occupations Programs.
ED 213 970

Significant Other Relationships: Their Location and Importance for the Older Widow.
ED 214 098

Women and Economic Development in Cameroon.
ED 214 694

Women's Problems: Immobility and Professional Growth.
ED 214 035

Feminism
Changes in the Political Role of Women Since 1960.
ED 214 811

Fertilizers
Fertilizer Use and Water Quality.
ED 213 934

Fiction
African and Pacific Literature: A Comparative Study.
ED 215 036

Field Dependence
Comparative Studies of Cognitive Styles: Implications for the Education of Immigrant Students.
ED 215 009

Field Dependence Independence
Field Dependence-Independence and Psychological Differentiation: Bibliography with Index. Supplement No. 5.
ED 214 977

Field Experience Programs
Community-Based Learning and Service: The Impact of an Innovation.
ED 214 293

Developing Interculturally Skilled Counselors: Process and

Productivity of the Project.
ED 214 044

The Effect of Increased Exploratory Field Experiences Upon the Perceptions and Performance of Student Teachers.
ED 214 935

Guidelines for Projects in Community Service: A College-Credit Course in Volunteer, Off-Campus Community Work, Career Exploration, On-the-Job Experience.
ED 214 551

Integrating the Community and the Classroom: Implementing at the Postsecondary Level.
ED 214 436

Integrating the Community and the Classroom: Instructors Describe the Results.
ED 214 435

Paid Early Field Experience for College Education Majors.
ED 214 934

Field Independence
Comparative Studies of Cognitive Styles: Implications for the Education of Immigrant Students.
ED 215 009

Field Studies
Qualitative Studies in Context: Reflections on the CSE Studies of Evaluation Use.
ED 214 978

Field Tests
Consultant Report for The People's Republic of the Congo (November 5-December 8, 1981): The Results of a Workshop to Develop Nutrition Education Materials.
ED 214 731

Field Trips
Outdoor Education: A Unique Experience for Student Teachers at U.N.B.'s Faculty of Education.
ED 214 739

Fiji
Cross-Cultural Patterns in Achievement Motivation: Ethnic Group and Sex Comparisons in Fiji.
ED 214 058

File Clerks
Doing Clerical Work. CAP Job Function.
ED 214 006

Film Industry
The Motion Picture Audience: A Neglected Aspect of Film Research.
ED 214 211

Film Study
Media Education. A Report on the Media Education Conference Jointly Held by the Scottish Film Council, Jordanhill College of Education, and the Scottish Council for Educational Technology (Dowanhill, Glasgow, November 29, 1980).
ED 214 499

Media Education in Scotland. Outline Proposals for a Curriculum.
ED 214 498

Films
Attitudes toward Motion Pictures among College Students.
ED 214 210

The Motion Picture Audience: A Neglected Aspect of Film Research.
ED 214 211

MPAA Film Ratings and Film Attendance: A Test of Reactance Theory.
ED 214 218

Self-Concept Orientations and Modeling Observations of Delinquent Males through Talk/Film Sessions.
ED 214 523

Finance Reform
Proposition 13: Its Effects on the Missions of the California Community College System Reviewed with Recommendations for the Future and Perceptions of the Management Rights Clause by Managers in CCC's California Community Colleges . Management Report, 1981-2/3.
ED 214 561

Financial Needs
University of Minnesota Undergraduate Student Financing, 1980-81: A Study of Expenses and Sources.
ED 214 474

Financial Policy
Making the Public Schools Work: Urban Education in the '80s. FOCUS 9.
ED 215 033

Student Flows and Expenditure in Higher Education, 1965-1979.
ED 214 419

Financial Support
Arts Proposal Writing. A Sourcebook of Ideas for Writing Proposals for Any School Program. For People Who Thought They Couldn't Write a Proposal, or Wouldn't Ever Need to And for Those Who Didn't Even Realize They Had a Proposal to Make.
ED 214 860
Early Childhood Education: The Year in Review. A Look at 1981.
ED 214 668/
Federal Funding to Two Year Colleges, Fiscal Year 81.
ED 214 576
Federal-Provincial Relations and Support for Universities.
ED 214 441
International Federation of Library Associations Annual Conference Papers. General Research Libraries Division: University Libraries Section (47th, Leipzig, East Germany, August 17-22, 1981).
ED 214 511
New York State Bundy Aid Program, 1969-1981. A Historical Report on New York State Colleges and Universities Receiving State Aid Under Section 6401 of the Education Law.
ED 214 454
Operating Ratios and Institutional Characteristics Affecting the Responsiveness of Black Colleges and Universities to Professional Allied Health Programs.
ED 214 466
Revenue and Expenses of Ontario Universities, 1980-81. Volume II Affiliated and Federated Colleges and Universities.
ED 214 414
Revenue and Expenses of Ontario Universities, 1980-81. Volume I Universities.
ED 214 413
What Is'' Pro-Family Policy? Proceedings of the Bush Interest Group/Symposium (New Haven, Connecticut, May 18-20, 1981).
ED 214 680
Fine Arts
An Approach to Learning through the Arts: Final Report, 1980-1981.
ED 214 853
Role Conflict and Accord: The Artist and Humanist in the University.
ED 214 432
Support for School Arts Programs. A Sourcebook of Ideas for Promotion of Any School Program. How To Do It.
ED 214 859
Finishing
Cement Finishing. Pre-Apprenticeship Phase 2 Training. Instructor's Guide.
ED 213 901
Cement Finishing. Pre-Apprenticeship Phase 2 Training. Student Training Modules.
ED 213 902
Fire Protection
Fire Prevention and Emergency Procedures. Module SH-05. Safety and Health.

ED 213 839
Overcurrent and Electrical Shock Protection. Module SH-31. Safety and Health.
ED 213 865
Safe Handling and Use of Flammable and Combustible Materials. Module SH-30. Safety and Health.
ED 213 864

First Aid
First Response to Medical Emergencies. Module SH-04. Safety and Health.
ED 213 838

First Generation Students
In Search of the Silken Purse: Factors in Attrition among First-Generation Students. Revised.
ED 214 431

Fiscal Capacity

The Report and Recommendations of the New York State Special Task Force on Equity and Excellence in Education. Volume Two.
ED 214 268

Fish and Game Wardens
Using Information about the Environment. CAP Job Function.
ED 214 010

Fishing Rights
Indian Tribes: A Continuing Quest for Survival. A Report of the United States Commission on Civil Rights.
ED 214 711

Floor Layers
Floor Covering. Pre-Apprenticeship Phase 2 Training. Instructor's Guide.
ED 213 891
Floor Covering Pre-Apprenticeship Phase 2 Training. Student Training Modules.
ED 213 892

Flooring
Floor Covering. Pre-Apprenticeship Phase 2 Training. Instructor's Guide.
ED 213 891
Floor Covering Pre-Apprenticeship Phase 2 Training. Student Training Modules.
ED 213 892
Tilesetting. Pre-Apprenticeship Phase 2 Training. Instructor's Guide.
ED 213 889
Tilesetting. Pre-Apprenticeship Phase 2 Training. Student Training Modules.
ED 213 890

Floriculture
Arranging. CAP Job Function.
ED 214 004

Determining Educational Needs of AFL-CIO Union Members in Southeast Florida. A Report to the Board of Directors of the Southeast Florida Educational Consortium.
ED 214 455

State Plan for Global Education in Florida: Findings and Recommendations.
ED 214 821

U. T. R. Unit Treatment Rehabilitation Program.
ED 214 600

Florida Functional Literacy Test
An Investigation of the Relationship Between a Measure of Functional Literacy and Level of Functioning in Society.
ED 214 997

Focusing Strategies
Conversational Processing: The Effects of Themes and Attention-Focusing Strategy on Comprehension, Recall Accuracy, and Uncertainty Reduction.
ED 214 216

Followthrough
Follow-Up and Follow-Through in Employment and Training Programs. An Action Planning Guidebook.
ED 213 996

Followup Studies
Emerging Methodologies for the Evaluation of Arts in the Schools.
ED 214 991

Follow-Up and Follow-Through in Employment and Training Programs. An Action Planning Guidebook.
ED 213 996

A Follow-up Study on Perach Children Two Years After Tutoring.
ED 214 760

Minimal Competency Testing: Local School Development and Implementation in Targeted Areas of the United States.
ED 214 986

Food Production
Papago Food Production and Nutrition Education Project.
ED 214 735

Food Service
Oklahoma Handbook: Child Nutrition Programs. Revised Edition.
ED 214 670

Vocational Education for the Handicapped. Food Service Guide.
ED 213 925

Foods Instruction
Oklahoma Handbook: Child Nutrition Programs. Revised Edition.
ED 214 670

Force Field Analysis
Center for Bilingual Multicultural Education Research and Service. Monograph Series, Vol. 1 No. 3.
ED 214 732

Foreign Countries
Access to Higher Education in Europe.
ED 214 411

The Admission and Placement of Students from Latin America: A Workshop Report. Brazil, Central America, (Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua, Panama), Colombia, Venezuela.
ED 214 449

An Assessment of the Involvement of the LACCD Los Angeles Community College District in Contract Education for Foreign Students: Completed as Part of the Feasibility Study Directed toward the Improvement of Occupational/Technical Education in the San Fernando Valley.
ED 214 603

Higher Education and Research in the People's Republic of China: Institutional Profiles.
ED 214 448

International Federation of Library Associations Annual Conference Papers. Education and Research Division: Library Schools and Other Training Aspects, and Round Table on Library History Sections (47th, Leipzig, East Germany, August 17-22, 1981).

ED 214 512

Interuniversity Co-Operation in the Europe Region.

ED 214 410

Maintaining Quality in Troubled Times. Pacific Rim Association for Higher Education Annual Conference (2nd, Seattle, Washington, October 13-14, 1981).

ED 214 483

The Management of Quality in Further Education: A Report on the Proceedings of the AVPC Autumn General Meeting, (Berkshire, England, 20 November 1981).

ED 214 437

Media Education in Scotland. Outline Proposals for a Curriculum.

ED 214 498

Organizational Aspects of University Management in the 1980s. Report of a CAUBO Special Project on the Examination of Alternative University Organizational Structures.

ED 214 427

Peace Corps in Special Education and Rehabilitation. Case Study CS-2. Appropriate Technologies for Development

ED 214 340

The Role of Special Education in an Overall Rehabilitation Program. Monograph Number Seven.

ED 214 350

Student Flows and Expenditure in Higher Education, 1965-1979.

ED 214 419

Undergraduate Education in Cancer in the European Region. Report on a UICC/WHO Meeting (Geneva, Switzerland, April 6-8, 1981).

ED 214 425

Undergraduate Project Work.

ED 214 439

Who's on Second: Report of a CAUBO Special Project on the Examination of Alternative University Organizational Structures.

ED 214 428

Foreign Students

The Admission and Academic Placement of Students from Selected South American Countries: Bolivia, Brazil, Paraguay, Uruguay. A Workshop Report, September-October, 1977.

ED 214 451

The Admission and Placement of Students from Latin America: A Workshop Report. Brazil, Central America, (Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua, Panama), Colombia, Venezuela.

ED 214 449

An Assessment of the Involvement of the LACCD Los Angeles Community College District in Contract Education for Foreign Students:

Completed as Part of the Feasibility Study Directed toward the Improvement of Occupational/Technical Education in the San Fernando Valley.
ED 214 603

The College, the University and the Foreign Student.
ED 214 487

Forestry
Social Sciences in Forestry. A Current Selected Bibliography and Cumulative Author Index for 1981. No. 56.
ED 214 751

Forestry Occupations
Social Sciences in Forestry. A Current Selected Bibliography and Cumulative Author Index for 1981. No. 56.
ED 214 751

Fork Lift Truck Operators
Safe Use of Powered Industrial Trucks. Module SH-42. Safety and Health.
ED 213 876

Formative Evaluation
Evaluation Workshop V: Progress Evaluation. Team Notebook.
ED 214 959

Reducing the Curriculum. A Process Model.
ED 214 240

Formulaic Expressions
Positive and Negative Politeness Strategies and Their Influence on American and British English Discourse.
ED 214 398

Four Day School Week
Colorado's Alternative School Calendar Program and the Four Day Week.
ED 214 719

Frank Porter Graham Center NC
Status Report on Programs and Projects (As of January 1, 1982).
ED 215 055

Freehand Drawing
Expressivity in Children's Drawings: A Longitudinal Analysis.
ED 214 676

Understanding Children's Art: Stages of Development, Activities and Materials for Young Children. Resource Monograph No. 22.
ED 214 654

Young Children's Drawings as Related to Basic Communication Skills. Research Monograph No. 31.
ED 214 653

French
Attitudes Linguistiques: Resultats d'une enquete (Language Attitudes: Results of an Investigation).
ED 214 368

Evolution de la notion d'acceptabilite a travers les niveaux de langue chez des enfants de 6 a 11 ans (Evolution of the Notion of

Acceptability across Language Levels among Children Aged Six to Eleven).
ED 214 367

The Teaching of French as a Second Language. A Position Paper Developed by the CTF Commission on French as a Second Language.
ED 214 399

Freshman Composition
Readers in the Composition Course: Why They Fail, How We Can Make Them Work.
ED 214 187

Friends of the Library
A Conservation Plan for the Transylvania University Library.
ED 214 495

Friendship
Significant Other Relationships: Their Location and Importance for the Older Widow.
ED 214 098

Full Service School Model
Full Service School Model: Toward a Valid Measurement of Effectiveness.
ED 214 236

Full Time Faculty
Selected Characteristics of Full-Time Professional Staff; Community Colleges, Fall 1981.
ED 214 567

Functional Literacy
An Investigation of the Relationship Between a Measure of Functional Literacy and Level of Functioning in Society.
ED 214 997

Regional, Rural Home ABE Program Spells Impact.
ED 214 747

Functional Reading
Abbreviations: Their Effects on Comprehension of Classified Advertisements.
ED 214 108

Fund Raising
Arts Proposal Writing. A Sourcebook of Ideas for Writing Proposals for Any School Program. For People Who Thought They Couldn't Write a Proposal, or Wouldn't Ever Need to And for Those Who Didn't Even Realize They Had a Proposal to Make.
ED 214 860

The Foundation Handbook: A Private Foundation Approach to Fund Raising at State Colleges and Universities.
ED 214 484

Public Television and Public Radio Awareness, Viewing and Listening, On-Air Fund Raising, 1981.
ED 214 225

Furniture Arrangement

The Design of Educational Environments: An Expression of Individual Differences or Evidence of the Press toward Synomorphy?''
ED 214 250

Fused Curriculum
A Massachusetts Guide: Promising Practices in Career Education.
ED 213 951

Future Farmers of America
Community Development FFA Style.
ED 214 726

Futures (of Society)
Educating Students Today for a Place in Society Tomorrow: The Lake Washington School District Futures Study. A Research Report.
ED 214 270

Energy and the Transformation of a Metropolitan Landscape: Contrasting Contemporary and Future Settlement Geographies.
ED 214 815

The Green Chair Group. Predicting Distant Education in the Year 2001. Final Report.
ED 213 927

In Pursuit of Excellence: The Report of the Prichard Committee on Higher Education in Kentucky's Future to The Kentucky Council on Higher Education.
ED 214 442

Integrated and Early Childhood Education: Preparation for Social Development. Theme A: Relevant Provision for Early Childhood.
ED 214 687

Integrated and Early Childhood Education: Preparation for Social Development. Theme D: Looking Forward - Integrated Participation in Processes of Change.
ED 214 689

Rural America in Passage: Statistics for Policy.
ED 214 742

Skills for the Future.
ED 214 848

The State of the Nation and the Agenda for Higher Education.
ED 214 452//

Strengthening the Community/Education Partnership: The San Juan RFD Model of Public Involvement. Public Involvement Using the Rural Futures Development Strategy.
ED 214 749

Gallaudet College DC
Mainstreaming the Hearing-Impaired Teacher.
ED 214 918

Ganado Public School District AZ
The GLAD Project: Energizing Language.
ED 214 734

Genitourinary System
The Genitourinary System and Instructor's Guide: The Genitourinary System. Health Occupations Education Module: Instructional Materials in Anatomy and Physiology for Pennsylvania Health Occupations Programs.
ED 213 968

Geographic Location
The Prediction of National Board Performance, Medical Specialty, and Location of Residency for a Charter Class.
ED 214 464

Geography
Designing Audio-Tutorial Map Systems for Blind Children: A Report of Collaborative Research and Development.
ED 214 352

Geography Instruction
Motivational Use of Adaptable Designs in Reinforcing Geographic-Social Studies Content.
ED 214 816

Georgia
Certificates in Georgia with Comparisons for Other States. Issues for Education Series.
ED 214 933

First Grade Activities Guide.
ED 214 690

Mathematics for Georgia Secondary Schools.
ED 214 774

Outdoor Education in Georgia.
ED 214 745

Georgia State University
Review of Model Specifications.
ED 214 408

German
The Place of "Zertifikat Deutsch als Fremdsprache" in the German Curriculum. A Report of a Survey.
ED 214 375

Gestalt Psychology
Gestalt Therapy: Its Inheritance from Gestalt Psychology.
ED 214 061

Gestalt Therapy
Gestalt Therapy: Its Inheritance from Gestalt Psychology.
ED 214 061

Mediocrity or Excellence: An Identity Crisis in Gestalt Therapy Training.
ED 214 062

Gifted
An Analysis of Gifted Preschool Children: Positive and Negative Social Behaviors.
ED 214 347

Fact Sheets from the ERIC Clearinghouse on Handicapped and Gifted Children, 1981.

ED 214 320

Gifted and Talented Education in The Republic of China.
ED 214 323

Gifted Education: Issues and Needs with Implications for Policy Development. Education Change Management Series Publication No. 5.
ED 214 359

Identifying Low Income, Minority, Gifted and Talented Youngsters.
ED 214 328

Kindergarten Early Entrance Identification Manual.
ED 214 674

Program for the Gifted/Talented Child and Independent Study Curriculum Guide.
ED 214 353

Special Needs Guide for Industrial Arts Programs.
ED 213 910

Gilman (Charlotte Perkins)
Charlotte Perkins Gilman's The Yellow Wallpaper'': Women, Society, Sanity.
ED 214 175

Girl Scouts of the USA
The Impact of Minority Presence in Girl Scouting on White and Minority Communities. Executive Summary.
ED 215 015

GLAD Project
The GLAD Project: Energizing Language.
ED 214 734

Gleazer (Edmund J)
On the History and Future of the American Junior College: A Bibliography of Edmund J. Gleazer, Jr. Public Administration Series: Bibliography.
ED 214 586

Glenny (Lyman A)
On the Role of the State in the Governing of Higher Education: A Bibliography of Lyman A. Glenny. Public Administration Series: Bibliography P-929.
ED 214 480

Global Approach
Children and the World: A Global Education Curriculum Project for the Elementary School.
ED 214 833

Global Education. A Study of Schooling in the United States. Technical Report Series, No. 20.
ED 214 889

The Moving Cultural Frontier of World Order: From Monotheism to North-South Relations.
ED 214 854

Schooling and Citizenship in a Global Age: An Exploration of the Meaning and Significance of Global Education.
ED 214 834

Six Steps to a Sustainable Society. Worldwatch Paper 48.
ED 214 855

State Plan for Global Education in Florida: Findings and Recommendations.
ED 214 821

Teaching about the Consumer and the Global Marketplace. Grades 4-12, Global Awareness Series.
ED 214 840

Teaching Global Awareness Using the Media. Grades 6-12, Global Awareness Series.
ED 214 839

Teaching Global Awareness with Simulations and Games. Grades 6-12. Global Awareness Series.
ED 214 838

Teaching Writing Skills: Global Issues. Skills Series, Volume 3.
ED 214 846

Glossing

A Technique for Improving the Understanding of Expository Text: Gloss (Part 1); Examples of Gloss Notation (Part 2).
ED 214 120

Goal Orientation

Workers' Attitudes toward Productivity. A New Survey.
ED 213 921//

Goethe Institute (West Germany)

The Place of "Zertifikat Deutsch als Fremdsprache" in the German Curriculum. A Report of a Survey.
ED 214 375

Goodyear Tire and Rubber Company

P. W. Litchfield and Early Corporate Education at the Goodyear Tire and Rubber Company.
ED 213 826

Governance

On the Role of the State in the Governing of Higher Education: A Bibliography of Lyman A. Glenny. Public Administration Series: Bibliography P-929.
ED 214 480

Opportunities for Schools of Education to Foster Practitioner Involvement in the Improvement of Teaching.
ED 214 862

Governing Boards

Comparison of Governance Effectiveness of Appointed and Elected Boards of Education/Trustees.
ED 214 559

Government (Administrative Body)

The Federalist Papers Reexamined.
ED 214 856

Government Libraries

International Federation of Library Associations Annual Conference Papers. General Research Libraries Division: Parliamentary Libraries and National Libraries Sections (47th, Leipzig, East Germany, August 17-22, 1981).
ED 214 510

Government Publications

International Federation of Library Associations Annual Conference Papers. Education and Research Division: Editors of Library Journals and Serial Publications Sections (47th, Leipzig, East Germany, August 17-22, 1981).
ED 214 513

The Language of the Bureaucracy. Document Design Project, Technical Report No. 15.
ED 214 371

Psycholinguistic Alternatives to Readability Formulas. Document Design Project, Technical Report No. 12.
ED 214 370

Government Role
Evaluation Strategies for Urban Intervention Program. Proceedings from the Workshop on Urban Intervention Programs (Washington, DC, October 23, 1980).
ED 215 008

Federal-Provincial Relations and Support for Universities.
ED 214 441

Integrated and Early Childhood Education: Preparation for Social Development.
ED 214 684

Policy Statement on the Need for a Continuing Strong Federal Role in Vocational Education.
ED 213 979

Government School Relationship
Federal-Provincial Relations and Support for Universities.
ED 214 441

The Impact of American Jurisprudence on American Education.
ED 214 262

On the Role of the State in the Governing of Higher Education: A Bibliography of Lyman A. Glenny. Public Administration Series: Bibliography P-929.
ED 214 480

Personal Dimensions of Increasing State Influence.
ED 214 485

Who's Keeping Score? A User's Guide to Video Cassettes & Transcript of the Minimal Competency Testing Clarification Hearings .
ED 214 999

Grade Inflation
Preparing Students for College: The Need for Quality. Issues In Higher Education.
ED 214 488

Grade Point Average
An Analysis of the Relationship between the First Semester Grade Point Average and the State Board Nursing Scores of Vermont College Graduates.
ED 214 572

Grade Repetition
Grading Issues in a Desegregating System.
ED 215 051

Grade 1
Evaluation of Preschool Experiences and Their Relationship to First Grade Basic Skills Achievement in the Greenwood Public Schools.
ED 214 665

First Grade Activities Guide.
ED 214 690

Grade 10
High School and Beyond: A National Longitudinal Study For the 1980's. Sample Design Report.
ED 214 990

Grade 12
High School and Beyond: A National Longitudinal Study For the 1980's. Sample Design Report.
ED 214 990

Grade 9
The Grade Nine Student Survey: Fall 1980.
ED 214 965

The Influence of Student Characteristics on Absentee Patterns: Ninth Graders, 1979-80.
ED 215 019

Grades (Scholastic)
Grading Issues in a Desegregating System.
ED 215 051

Grading
Academic Standards Task Force Report.
ED 214 597

A Study of Sex Differences in the Freshman Composition Course at the University of Texas at Austin.
ED 214 167

Graduate Medical Education
Canadian Medical Education Statistics, 1980/81 Statistiques Relatives a l'enseignement Medical au Canada.
ED 214 421

Graduate Study
The Inventory of Documented Accomplishments for Graduate Admissions: Results of a Field Trial Study of Its Reliability, Short-Term Correlates, and Evaluation.
ED 214 940

New Approaches for Improving the Managerial Capacity of Post-Secondary Institutions.
ED 214 477

A Survey of Graduate Programs in Organizational Communication.
ED 214 208

Graduate Surveys
A Study of the Contributing Factors Relating to Why American Indian Students Drop Out of Or Graduate from Educational Programs at the University of North Dakota.
ED 214 737

Graduation
A Guide for Planning, Organizing and Conducting an Adult Education Ceremony.
ED 214 714

Graduation Requirements
Preparing Students for College: The Need for Quality. Issues In Higher Education.
ED 214 488

World History as a General Education Course at a Liberal Arts College.
ED 214 830

Grain Silos
Safety in Elevators and Grain Handling Facilities. Module SH-27. Safety and Health.
ED 213 861

Grammar
Guided Imagery in the Classroom: An Enhancement to Learning.
ED 214 365

Linguistic Theory and the Study of Legal and Bureaucratic Language. Document Design Project, Technical Report No. 16.
ED 214 372

A Reference Grammar of the Kanuri Language.
ED 214 369

Teaching and Learning Languages.
ED 214 407//

Grammatical Acceptability
Evolution de la notion d'acceptabilite a travers les niveaux de langue chez des enfants de 6 a 11 ans (Evolution of the Notion of Acceptability across Language Levels among Children Aged Six to Eleven).
ED 214 367

Grants
Inter-American Foundation: Annual Report, 1981 (October 1, 1980-September 30, 1981).
ED 215 026

Grantsmanship
Arts Proposal Writing. A Sourcebook of Ideas for Writing Proposals for Any School Program. For People Who Thought They Couldn't Write a Proposal, or Wouldn't Ever Need to And for Those Who Didn't Even Realize They Had a Proposal to Make.
ED 214 860

Great Britain
Beyond Coping. Some Approaches to Social Education. Project Report.
ED 213 952

Grounds Keepers
Using Information about the Environment. CAP Job Function.
ED 214 010

Group Activities
Teaching About Cooperation.
ED 214 902

Group Dynamics
Back to a Basic in Lifelong Learning: Personal and Small Group Problem Solving.
ED 214 221

Personal Dimensions of Increasing State Influence.
ED 214 485

Stories as a Strategy for Improving Urban Schools: Toward the Creation of a Functional We''.
ED 215 061

Teaching About Cooperation.
ED 214 902

Weaving the Web of Meaning: Interaction Patterns in Peer-Response Groups.
ED 214 202

Group Experience
Stories as a Strategy for Improving Urban Schools: Toward the Creation of a Functional We''.
ED 215 061

Using an Experiential Group To Teach a Group Therapy Course.
ED 214 059

Group Instruction
Teaching About Cooperation.
ED 214 902

Group Status
The Status of Librarians in ARL Libraries: An Overview. SPEC Kit #61.
ED 214 539

Group Therapy
Using an Experiential Group To Teach a Group Therapy Course.
ED 214 059

Grouping (Instructional Purposes)
Instructional Grouping: Ability Grouping. Research on School Effectiveness Project: Topic Summary Report.
ED 214 704

Peers' Requests and Responses in Third-Grade Reading Groups.
ED 214 119

Tracking Policies and Practices: School By School Summaries. A Study of Schooling in the United States. Technical Report Series, No. 25.
ED 214 893

Guidance

First Grade Activities Guide.
ED 214 690

Guidance Programs
A Model for a Middle School Guidance Program Based on Developmental Tasks of Students.
ED 214 279//

Guidelines
CAP Program Guide.
ED 214 002

Community Development FFA Style.
ED 214 726

Conference Model: Guidelines...for Science Supervisors on How to Conduct a Successful Leadership Conference.
ED 214 803

Health Occupations Education Module. Using the Module.
ED 213 955

Mathematics Contests: A Handbook for Mathematics Educators.
ED 214 793//

Mathematics for Georgia Secondary Schools.
ED 214 774

Merit Rating Guidelines for Kentucky Schools.
ED 214 942

Title IV Language Minority Regulations: Beyond the Lau Remedies.
ED 214 392

Haitian Creole
Teaching English to Haitians. Refugee Education Guide. General Information Series #26.

ED 214 406

Haitians
Teaching English to Haitians. Refugee Education Guide. General Information Series #26.
ED 214 406

Hand Tools
Safety with Hand and Portable Power Tools. Module SH-14. Safety and Health.
ED 213 853

Handicap Identification
Teaching Special Needs Students in Vocational Education.
ED 213 941

Happiness
Is Aging Stressful?
ED 214 085

Haskell Indian Junior College KS
Development of a Junior College CMI Computer-Managed Instruction Reading Instruction Program.
ED 214 613

Hawaii
Course Registration Report: University of Hawaii, Community Colleges, Fall 1981.
ED 214 556

Interreliance: An Energy Awareness Project for the Community Colleges. A Report of the Task Force on Energy Education.
ED 214 587

Selected Characteristics of Full-Time Professional Staff; Community Colleges, Fall 1981.
ED 214 567

Youth Employment in Hawaii: A Policy Document.
ED 213 818

Hawaiian
Lau Kukui: Level II Hawaiin Language Reader and Teacher's Guide.
ED 214 402

Hawaiians
Psychotherapy in a Pluralistic Society.
ED 214 046

Hazardous Materials Safety. Module SH-29. Safety and Health.
ED 213 863

Safety Precautions for Science.
ED 214 757

Hazards
Fundamentals of Electrical Safety. Module SH-03. Safety and Health.
ED 213 837

Overcurrent and Electrical Shock Protection. Module SH-31. Safety and Health.
ED 213 865

Safety Features for Floor and Wall Openings and Stairways. Module SH-36. Safety and Health.
ED 213 870

Working Safety in Confined Spaces. Module SH-32. Safety and Health.
ED 213 866

Health Conditions

Environmental Effects on Health with Special Emphasis on Neurotoxicology. Matrix No. 16.
ED 214 638

Health Education

Agribusiness Safety. Module SH-15. Safety and Health.
ED 213 849

Agricultural Chemical and Pesticide Hazards. Module SH-50. Safety and Health.
ED 213 884

Business and Office Safety. Module SH-11. Safety and Health.
ED 213 845

Chemical Hazards and Waste Disposal Safety and Health. Module SH-46. Safety and Health.
ED 213 880

Coast Guard Regulations Applied to Offshore Drilling. Module SH-45. Safety and Health.

[redacted]

ED 213 879

Development of Safety and Health Instructional Materials. Final Report.
ED 213 827

Electrical Power Transmission and Distribution Safety. Module SH-40. Safety and Health.
ED 213 874

Establishing a Company Safety and Health Program. Module SH-49. Safety and Health.
ED 213 883

Excavating, Trenching, and Shoring Safety. Module SH-38. Safety and Health.
ED 213 872

Exhaust, Dust Collection and Ventilation Systems. Module SH-44. Safety and Health.
ED 213 878

Fire Prevention and Emergency Procedures. Module SH-05. Safety and Health.
ED 213 839

First Response to Medical Emergencies. Module SH-04. Safety and Health.
ED 213 838

Fundamentals of Electrical Safety. Module SH-03. Safety and Health.
ED 213 837

A Guide to Curriculum Development in Health and Safety.
ED 214 929

Hazardous Materials Safety. Module SH-29. Safety and Health.
ED 213 863

Industrial Sanitation and Personal Facilities. Module SH-13. Safety and Health.
ED 213 847

Ionizing and Nonionizing Radiation Protection. Module SH-35. Safety and Health.
ED 213 869

Ladder and Scaffolding Safety. Module SH-22. Safety and Health.
ED 213 856

Machine and Woodworking Tool Safety. Module SH-24. Safety and Health.
ED 213 858

Marine and Longshoring Safety. Module SH-21. Safety and Health.
ED 213 855

Material Hoist Safety. Module SH-16. Safety and Health.
ED 213 850

Materials Handling. Module SH-01. Safety and Health.
ED 213 835

Mechanized Off-Road Equipment Safety. Module SH-17. Safety and Health.
ED 213 851

OSHA Training Programs. Module SH-48. Safety and Health.
ED 213 882

Overcurrent and Electrical Shock Protection. Module SH-31. Safety and Health.
ED 213 865

Papago Food Production and Nutrition Education Project.
ED 214 735

Personal Protective Equipment. Module SH-12. Safety and Health.
ED 213 846

Precautions for Explosive Materials. Module SH-20. Safety and Health.
ED 213 854

Recognizing Job Health Hazards. Module SH-08. Safety and Health.
ED 213 842

Recognizing Job Safety Hazards. Module SH-09. Safety and Health.
ED 213 843

The Role of OSHA in Safety and Health. Module SH-02. Safety and Health.
ED 213 836

Safe Handling and Use of Flammable and Combustible Materials. Module SH-30. Safety and Health.
ED 213 864

Safe Operation of Commercial Vehicles. Module SH-18. Safety and Health.
ED 213 852

Safety and Concrete, Forms, and Shoring. Module SH-37. Safety and Health.
ED 213 871

Safety and Health for Agriculture and Agribusiness Operations. An Instructor Resource Guide.
ED 213 828

Safety and Health for Allied Health Occupations. An Instructor Resource Guide.
ED 213 830

Safety and Health for Business and Office Education. An Instructor Resource Guide.
ED 213 831

Safety and Health for Marketing and Distributive Education. An Instructor Resource Guide.
ED 213 829

Safety and Health for Technical Education. An Instructor Resource Guide.
ED 213 833

Safety and Health for Trade and Industrial Education. An Instructor Resource Guide.
ED 213 834

Safety and Health for Vocational Home Economics Education. An Instructor Resource Guide.
ED 213 832

Safety and Health in Vocational Education. Module SH-47. Safety and Health.
ED 213 881

Safety Features for Floor and Wall Openings and Stairways. Module SH-36. Safety and Health.
ED 213 870

Safety Features of Material and Personnel Movement Devices. Module SH-25. Safety and Health.
ED 213 859

Safety for Compressed Gas and Air Equipment. Module SH-26. Safety and Health.
ED 213 860

Safety Guards for Machinery. Module SH-34. Safety and Health.
ED 213 868

Safety in Elevators and Grain Handling Facilities. Module SH-27. Safety and Health.
ED 213 861

Safety Practices for Commercial Diving. Module SH-43. Safety and Health.
ED 213 877

Safety Practices for Demolition Procedures. Module SH-41. Safety and Health.
ED 213 875

Safety Signs, Tags, and Color Codes. Module SH-07. Safety and Health.
ED 213 841

Safety with Hand and Portable Power Tools. Module SH-14. Safety and Health.
ED 213 853

Safe Use of Powered Industrial Trucks. Module SH-42. Safety and Health.
ED 213 876

Steel Erection Safety. Module SH-39. Safety and Health.
ED 213 873

Structural Egress and Emergency Procedures. Module SH-10. Safety and Health.
ED 213 844

Substance Abuse Education Syllabus, Grades 3-4-5.
ED 215 028

Using Ropes, Chains and Slings Safely. Module SH-14. Safety and Health
ED 213 848

Vibration and Noise Control. Module SH-33. Safety and Health.
ED 213 867

Walking and Working Surfaces. Module SH-06. Safety and Health.
ED 213 840

Warehousing Storage and Retrieval Safety. Module SH-23. Safety and Health.
ED 213 857

Welding, Cutting and Brazing Safety. Module SH-28. Safety and Health.

ED 213 862

Working Safety in Confined Spaces. Module SH-32. Safety and Health.

ED 213 866

Health Occupations

Assessment of Occupational Opportunities in Health Occupations for Handicapped.

ED 213 932

Career Awareness for Health Professions: Design of Early Outreach Programs.

ED 213 988

Health Careers Exploration for the Handicapped. A Guide for Counselors and Teachers.

ED 213 825

Language for Specific Purposes Program-Development and Implementation of a Vocation-Specific Language Acquisition Course of Study.

ED 214 390

Health Services

The Correlates of Psychological Well-Being of Urban Elderly Residents of Public Housing.

ED 214 100

Hearing (Physiology)

Vibration and Noise Control. Module SH-33. Safety and Health.

ED 213 867

Hearing Impairments

A Cooperative Integration (Mainstreaming) Program between Millbrae Elementary School District and San Mateo County Office of Education's Classes for the Deaf and Severely Hard of Hearing Program. Results of a Two Year Study. 1979-1981.

ED 214 357

Parents and Teachers Strategies for Improving and Coordinating Support Systems for Hearing-Impaired Students.

ED 214 324

Speech Research: A Report on the Status and Progress of Studies on the Nature of Speech, Instrumentation for Its Investigation, and Practical Applications, January 1-March 31, 1982.

ED 214 226

Hearings

Hearings on Reauthorization of the Vocational Education Act of 1963. Part 4: Bilingual Vocational Training. Hearing Before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-Seventh Congress. First Session on H.R. 66 (October 14, 1981).

ED 213 971

Hearings on Reauthorization of the Vocational Education Act of 1963. Part 5: National Institute of Education Study. Hearing Before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-Seventh Congress. First Session on H.R. 66 (October 21, 1981).

ED 213 972
Minimum Competency Testing Clarification Hearing (July 10th, 1981).
ED 215 002
Minimum Competency Testing Clarification Hearing (July 8th, 1981).
ED 215 000
Minimum Competency Testing Clarification Hearing (July 9th, 1981).
ED 215 001
Who's Keeping Score? A User's Guide to Video Cassettes & Transcript of the Minimal Competency Testing Clarification Hearings.
ED 214 999

Heavy Equipment Operators
Mechanized Off-Road Equipment Safety. Module SH-17. Safety and Health.
ED 213 851

Helping Relationship
Are Neighbors a Viable Support System for the Frail Elderly?
ED 214 070

Hierarchical Cluster Structure
Hierarchical Classification of Vocational Interest Associated with Academic Major Areas.
ED 214 966

High Risk Persons
Early Intervention for High Risk Infants and Their Adolescent Mothers. Progress Report for Second Year, July 1, 1980-June 30, 1981.
ED 214 330

High Risk Students
Designing Reading Instruction for Cultural Minorities: The Case of the Kamehameha Early Education Program.
ED 215 039
Evaluation of the Special Services for Disadvantaged Students (SSDS) Program: 1979-80 Academic Year.
ED 214 412
A Report on the Oregon Consortium for Student Success.
ED 214 585
A Summer Enrichment and Reinforcement Program in the School of Veterinary Medicine at Tuskegee Institute, Alabama. A Program Designed to Respond to a Challenge: Increased Minority and Disadvantaged Representation in Veterinary Medicine.
ED 215 032

High School and Beyond (NCES)
High School and Beyond: A National Longitudinal Study For the 1980's. Sample Design Report.
ED 214 990

High School Graduates
The Cognitive Value of Two-Year Colleges for Whites and Blacks.
ED 214 620

High School Seniors
The Teaching Profession as a Career Opportunity: Perceptions of High School Seniors, Pre-Service Teachers, and In-Service Teachers.
ED 214 924

High School Students
The Grade Nine Student Survey: Fall 1980.
ED 214 965
High School and Beyond: A National Longitudinal Study For the 1980's. Sample Design Report.
ED 214 990

High Schools
The School Survey Approach in Determining Adolescent Alcohol and Drug Abuse.
ED 214 970

Higher Education
Access to Higher Education in Europe.
ED 214 411

The College, the University and the Foreign Student.
ED 214 487

Data on Earned Degrees Conferred by Institutions of Higher Education by Race, Ethnicity, and Sex, Academic Year 1978-1979. Volumes I and II.
ED 214 456

Federal-Provincial Relations and Support for Universities.
ED 214 441

The Graying of the College Classroom: Impact of Older People as Peers in the Classroom on Attitudes and on Performance of Undergraduates.
ED 213 885

Higher Education and Research in the People's Republic of China: Institutional Profiles.
ED 214 448

In Pursuit of Excellence: The Report of the Prichard Committee on Higher Education in Kentucky's Future to The Kentucky Council on Higher Education.
ED 214 442

Marketing in Higher Education. AAHE-ERIC/Higher Education Research Report No. 5, 1981.
ED 214 445

The Meaning and Measurement of Quality in the Undergraduate Experience.
ED 214 469

On the Role of the State in the Governing of Higher Education: A Bibliography of Lyman A. Glenny. Public Administration Series: Bibliography P-929.
ED 214 480

Redirecting Higher Education in a Time of Budget Reduction. Issues in Higher Education.
ED 214 486

Revenue and Expenses of Ontario Universities, 1980-81. Volume II Affiliated and Federated Colleges and Universities.
ED 214 414

Revenue and Expenses of Ontario Universities, 1980-81. Volume I Universities.
ED 214 413

The State of the Nation and the Agenda for Higher Education.
ED 214 452//

Student Flows and Expenditure in Higher Education, 1965-1979.
ED 214 419

What is the Problem of Retrenchment in Higher Education?
ED 214 471

Higher Education General Information Survey
Data on Earned Degrees Conferred by Institutions of Higher Education by Race, Ethnicity, and Sex, Academic Year 1978-1979. Volumes I and II.
ED 214 456

Hispanic Americans
Alcoholism and the Hispanic: A Mutual Concern El Alcoholismo y Los Hispanos Una Preocupacion Nacional. Proceedings of the National Hispanic Conference on Alcoholism (San Antonio, Texas, September 7-10, 1981).
ED 214 710

Expectation States Theory and Classroom Learning.
ED 214 750

The Impact of Minority Presence in Girl Scouting on White and Minority Communities. Executive Summary.
ED 215 015

U.S. Hispanic Materials and the Library of Congress, 1960-1980.
ED 214 716

Historiography
The Critical Analysis of Documentary Evidence: Basic Skills in the History Classroom.
ED 214 813

History
American Jewish Year Book, 1982: A Record of Events and Trends in American and World Jewish Life. Volume 82.
ED 215 053//

Gifted and Talented Education in The Republic of China.
ED 214 323

International Federation of Library Associations Annual Conference Papers. Education and Research Division: Library Schools and Other Training Aspects, and Round Table on Library History Sections (47th, Leipzig, East Germany, August 17-22, 1981).
ED 214 512

Productivity, People, and Public Policy.
ED 213 923

History Instruction
The Critical Analysis of Documentary Evidence: Basic Skills in the History Classroom.
ED 214 813

World History as a General Education Course at a Liberal Arts College.
ED 214 830

Hmong People
Limited English Proficiency Students in Wisconsin: Cultural Background and Educational Needs. Part II: Indochinese Students (Hmong and Vietnamese).
ED 214 373

Hoists
Material Hoist Safety. Module SH-16. Safety and Health.
ED 213 850

Holistic Approach
Holistic Education: Beyond the Traditional Basic Skills.
ED 214 491

Holistic Evaluation
Classroom Applications of Writing Assessment: A Teacher's Handbook.
ED 214 995

Home Economics
Multicultural Nonsexist Education in Iowa Schools: Home Economics & Industrial Arts.
ED 215 017
Safety and Health for Vocational Home Economics Education. An Instructor Resource Guide.
ED 213 832

Home Economics Education
Safety and Health for Vocational Home Economics Education. An Instructor Resource Guide.
ED 213 832

Home Management
Chore Services. Course Outline.
ED 213 935

Home Programs
Regional, Rural Home ABE Program Spells Impact.
ED 214 747

Home Study
The Green Chair Group. Predicting Distant Education in the Year 2001. Final Report.
ED 213 927

Homemakers
Midlife Women in Continuing Education: A Comparative Study.
ED 213 986

Horizontal Evaluation
Horizontal Evaluation: An Investigation Into an Approach to Student Teacher Supervision.
ED 214 904

Horizontal Organization
A Multigenerational Perspective on the Task Field of Parents.
ED 214 076

Housing

The Mentally Retarded and the Educational System in Denmark.
ED 214 348
Toward a Strategy for Urban Integration: Lessons in School and Housing Policy from Twelve Cities. A Report to the Ford Foundation.
ED 215 020//

Human Geography
Energy and the Transformation of a Metropolitan Landscape: Contrasting Contemporary and Future Settlement Geographies.
ED 214 815

Human Resources
Classification of Education and Research in Librarianship and Information Science. Report of a Project Submitted to the Board of Directors, Association of American Library Schools.
ED 214 517
Directory of Humanities Resource People in New York State.
ED 214 825
The Indian Family Foundation for the Future. Report of the National Indian Child Conference (3rd, Albuquerque, New Mexico, May 17-21, 1981).
ED 214 733

Human Sciences Program
Evaluation of the BSCS Human Sciences Program.
ED 214 805

Human Services
Determinants of Service Expansion in Local Communities: Organizational Needs or Needs of the Elderly?
ED 214 079

A Future for Us All. A Resource Guide for Refugee Women's Program Development.
ED 214 405

The Message Transferred. A Record of Data Feedback Procedures to Interested Agency Clienteles and County Citizens as Part of the Human Service Agencies' Collaboration in the Delivery of Services and Amenities to Rural Citizens in Clinton County, New York.
ED 214 728

Social Adaptation of Refugees. A Guide for Service Providers.
ED 214 404

Humanism
Value Orientations and the Effects of Professional Schools on Students.
ED 214 470

Humanistic Education
The Review and Proceedings of the Community College Humanities Association, Number 3.
ED 214 569

Humanities
The Career-Related Services of the Learned and Professional Societies in the Humanities and Social Sciences: A Report.
ED 214 809

The Development of a Phenomenologically Based Therapeutic Graduate Program: A Contribution to Pluralism in Psychology.
ED 214 077

Directory of Humanities Resource People in New York State.
ED 214 825

Integrating the Community and the Classroom: Implementing at the Postsecondary Level.
ED 214 436

Integrating the Community and the Classroom: Instructors Describe the Results.
ED 214 435

The Review and Proceedings of the Community College Humanities Association, Number 3.
ED 214 569

Thinking Is a Basic Skill: Creating Humanities Materials for the Adult New Reader.
ED 213 822

Humanities Instruction
One-Credit Humanities Workshops for Vocational Students.
ED 214 621

Hygiene
Present a Positive Image. Work Maturity Skills. Competency 1.0.
ED 214 016

Hypothesis Testing
Inter-Relationships between Self-Estimates of Aptitudes and Tested Abilities on the GATB.
ED 214 962

The Navajo Culture and the Learning of Mathematics. Final Report.
ED 214 708

Identification
Adolescent Mental Health: Delinquency. Matrix No. 8.
ED 214 633

Implementing Child Checks: A Child Find Procedures Manual.
ED 214 651

Kindergarten Early Entrance Identification Manual.
ED 214 674

Model for Identifying, Profiling, Recruiting, and Serving the Disadvantaged in Kentucky.
ED 213 936

Identification (Psychology)
Stories as a Strategy for Improving Urban Schools: Toward the Creation of a Functional We''.
ED 215 061

Techniques for Testing the Effectiveness of Minority Portrayals in Multi-Cultural Children's Programming.
ED 214 207

Ideography

Visual Literacy and Visual Thinking.
ED 214 522

Illegal Drug Use
Research on Substance Abuse: Alcohol, Drugs, Tobacco. Matrix No. 14.
ED 214 636

Illinois
A Collective Bargaining Contract Analyzer for Community Colleges.
ED 214 575

Fall 1980 Salary Survey for the Illinois Public Community Colleges.
ED 214 543

Fertilizer Use and Water Quality.
ED 213 934

Integrated Nutrition Education Junior High.
ED 214 661

Teachers' Knowledge of School Law.
ED 214 869

Illinois (Chicago)
Mastery Learning Conference (2nd, Chicago, Illinois, May 27-29, 1981). Summary.
ED 214 606

Illiteracy
Schools, As Political Institutions and Ghetto/Barrio Educational Aspirations.
ED 215 035

Imagery
Guided Imagery in the Classroom: An Enhancement to Learning.
ED 214 365

What Pictures Can and Can't Do for Children's Story Understanding.
ED 214 664

Immersion Programs
Bilingual Education in Ontario: A Decade of Research.
ED 214 363

Immigrants
Going to America, Going to School: The Immigrant-Public School Encounter in Turn-of-the-Century New York City. (A Work in Progress.)
ED 215 060

The Immigrant Experience as Portrayed in American Literature: A Three Dimensional Teaching Model.
ED 214 817

In Search of the Silken Purse: Factors in Attrition among First-Generation Students. Revised.
ED 214 431

Migrant Families in Australia. Working Paper 3.
ED 214 741

Immunization Programs
Infectious Diseases and Immunizations. Matrix No. 15.
ED 214 637

Impact Studies

Assessment of Adult Basic Education Program Impact.
ED 213 947

Improvement Programs
Case Studies of Three Urban University-School Collaboratives Mandated for the Improvement of Educational Practice. Executive Summary.
ED 215 046

Case Studies of Three Urban University-School Collaboratives Mandated for the Improvement of Educational Practice. Volume I, Final Report. Revised.
ED 215 044

Case Studies of Three Urban University-School Collaboratives Mandated for the Improvement of Educational Practice. Volume II, Final Report.
ED 215 045

Disadvantaged Minorities and the Arts.
ED 215 064

The Promotional Gates Program: Mid-Year Assessment and Analysis of January, 1982 Test Results. Evaluation Report.
ED 215 011

Stories as a Strategy for Improving Urban Schools: Toward the Creation of a Functional We''.
ED 215 061

A Summer Enrichment and Reinforcement Program in the School of Veterinary Medicine at Tuskegee Institute, Alabama. A Program Designed to Respond to a Challenge: Increased Minority and Disadvantaged Representation in Veterinary Medicine.
ED 215 032

Incentives
School Contingencies in the Continuation of Planned Change.
ED 214 292

Incest
A Historical Perspective on the Treatment of Incest.
ED 214 041

Income
Financial Analysis for Academic Units. AAHE-ERIC/Higher Education Research Report No. 7, 1981.
ED 214 450

Revenue and Expenses of Ontario Universities, 1980-81. Volume II Affiliated and Federated Colleges and Universities.
ED 214 414

Revenue and Expenses of Ontario Universities, 1980-81. Volume I Universities.
ED 214 413

Independent Reading
The Functions of Reading in Four Elementary Classrooms and Their Effects on Children's Reading Interests.
ED 214 103

Independent Study
Program for the Gifted/Talented Child and Independent Study Curriculum Guide.
ED 214 353

Report to the Legislature on the Educational and Fiscal Effects of Independent Study.
ED 214 552

Indexes
Resources in Education (RIE). Volume 17, Number 8.
ED 213 817

Indexing
Indexing in Art and Architecture: An Investigation and Analysis. Report to the Council on Library Resources.
ED 214 497

Indian Reorganization Act 1934
The Little White School House: The Impact of Progressive Reform on the Social and Educational Policy of the United States Indian Service and Bureau of Indian Affairs, 1895-1940.
ED 214 712

Individual Activities
Program for the Gifted/Talented Child and Independent Study Curriculum Guide.
ED 214 353

Functions of Schooling: Perceptions and Preferences of Teachers, Parents and Students. A Study of Schooling in the United States. Technical Report Series, No. 10.
ED 214 880

Project PROF: A Professional Development Program for College Faculty.
ED 214 463

Individual Differences
Cohort Influences in Older Marriages.
ED 214 086

Individual Differences in Comprehension of Multiple Episode Stories.
ED 214 136

The Relationship Between Kindergarten Children's Fantasy Play Behavior and Divergent Thinking Ability.
ED 214 647

Understanding Children's Art: Stages of Development, Activities and Materials for Young Children. Resource Monograph No. 22.
ED 214 654

Individual Needs
Determinants of Service Expansion in Local Communities: Organizational Needs or Needs of the Elderly?
ED 214 079

The Development of Standards to Ensure the Competency of Physician Assistants. Volume IV of V: Assessment of the Applicability of the Individual Physician Profile Program for Physician Assistants. Final Report, July 1, 1976-August 14, 1979.
ED 213 919

Orientation to the World of Work. Instructor Guide.
ED 213 998

Orientation to the World of Work. Program Booklet.
ED 213 999

Retirement Satisfaction: Is There a Young/Old Old/Old Difference?
ED 214 051

Individual Physician Profile
The Development of Standards to Ensure the Competency of Physician Assistants. Volume IV of V: Assessment of the Applicability of the Individual Physician Profile Program for Physician Assistants. Final Report, July 1, 1976-August 14, 1979.
ED 213 919

Individual Power
Self-Presentation: A Conceptualization and Model.
ED 214 047

Individual Psychology
Computer Analyzed Stress-Episode Cards: A Self-Awareness Feedback Technique.
ED 214 037

Individual Testing
PSI What Are the Critical Elements?
ED 214 502

Individualism
Value Orientations and the Effects of Professional Schools on Students.
ED 214 470

Individualized Classroom Environment Questionnaire
Criterion Validity of an Individualised Classroom Environment Questionnaire.
ED 214 961

Individualized Education Programs
Toward Competency. A Guide for Individualized Instruction. Student Edition. Revised.
ED 214 312

Individualized Instruction
Accept Responsibility. Work Maturity Skills. Competency 6.0.
ED 214 021

Apply for Jobs. Job Search. Competency 3.0.
ED 214 027

Assisting with Nutritional Needs. Instructor's Guide, Option A, and Option B.
ED 213 821

The Circulatory System and Instructor's Guide: The Circulatory System. Health Occupations Education Module: Instructional Materials in Anatomy and Physiology for Pennsylvania Health Occupations Programs.
ED 213 964

Communicate Effectively. Work Maturity Skills. Competency 5.0.
ED 214 020

Communication in Health Occupations: I General. Health Occupations Education Module.
ED 213 956

Cooperate with Others. Work Maturity Skills. Competency 7.0.
ED 214 022

Development of a Junior College CMI Computer-Managed Instruction Reading Instruction Program.
ED 214 613

The Endocrine System and Instructor's Guide: The Endocrine System. Health Occupations Education Module: Instructional Materials in Anatomy and Physiology for Pennsylvania Health Occupations Programs.
ED 213 969

Exhibit Positive Work Attitudes. Work Maturity Skills. Competency 2.0.
ED 214 017

The Genitourinary System and Instructor's Guide: The Genitourinary System. Health Occupations Education Module: Instructional Materials in Anatomy and Physiology for Pennsylvania Health Occupations Programs.
ED 213 968

Handle the Job Offer. Job Search. Competency 5.0.
ED 214 029

Health Occupations Education Module. Using the Module.
ED 213 955

Interview for the Job. Job Search. Competency 4.0.
ED 214 028

Job Search Program Guide.
ED 214 024

Job Search Skills Instructor Guide.
ED 214 023

Medical Terminology: Latin Words/Abbreviations; Special Signs and Symbols. Health Occupations Education Module.
ED 213 963

Medical Terminology: Prefixes. Health Occupations Education Module.
ED 213 960

Medical Terminology: Root Words. Health Occupations Education Module.
ED 213 959

Medical Terminology: Suffixes. Health Occupations Education Module.
ED 213 962

Medical Terminology: Using Some Common Prefixes, Suffixes, and Roots. Health Occupations Education Module.
ED 213 961

The Microscope: II Care and Use. Health Occupations Education Module.
ED 213 958

The Microscope: I Structure. Health Occupations Education Module.
ED 213 957

The Musculoskeletal System and Instructor's Guide: The Musculoskeletal System. Health Occupations Education Module: Instructional Materials in Anatomy and Physiology for Pennsylvania

Health Occupations Programs.
ED 213 965

The Nervous System and Instructor's Guide: The Nervous System. Health Occupations Education Module: Instructional Materials in Anatomy and Physiology for Pennsylvania Health Occupations Programs.
ED 213 967

Practice Ethical Behavior. Work Maturity Skills. Competency 4.0.
ED 214 019

Practice Good Work Habits. Work Maturity Skills. Competency 3.0.
ED 214 018

Present a Positive Image. Work Maturity Skills. Competency 1.0.
ED 214 016

Readiness for Individualization of Instruction: A School Climate Assessment Procedure.
ED 214 254

The Reproductive System and Instructor's Guide: The Reproductive System. Health Occupations Education Module. Instructional Materials in Anatomy and Physiology for Pennsylvania Health Occupations Programs.
ED 213 970

The Respiratory System and Instructor's Guide: The Respiratory System. Health Occupations Education Module: Instructional Materials in Anatomy and Physiology for Pennsylvania Health Occupations Programs.
ED 213 966

Search for Available Jobs. Job Search. Competency 2.0.
ED 214 026

Teaching Writing with the Computer as Helper. AACJC Pocket Reader 2.
ED 214 583

Work Maturity Skills Instructor Guide.
ED 214 014

Work Maturity Skills Program Guide.
ED 214 015

Individualized Programs

Employability Development Plans: Counseling Participants and Developing EDPs. An Action Planning Guidebook.
ED 213 994

Individualized Reading

Waukegan Follow Through Balanced Reading Program: Individualized Reading Instruction Manual.
ED 214 117

Indochinese

Information Services Assessment Report: Indochinese Refugee Resettlement Program.
ED 215 003

The Resettlement of Indochinese Refugees in the United States: A Selected Bibliography.
ED 215 004

Industrial Arts

AIASA Guide for Industrial Arts Programs.
ED 213 908

Multicultural Nonsexist Education in Iowa Schools: Home Economics & Industrial Arts.
ED 215 017

Sex Equity Guide for Industrial Arts Programs.
ED 213 909

Special Needs Guide for Industrial Arts Programs.
ED 213 910

Standards for Industrial Arts Programs.
ED 213 907

Industrial Education
P. W. Litchfield and Early Corporate Education at the Goodyear Tire and Rubber Company.
ED 213 826

Industrial Training
Corporate Education: Threat or Opportunity? AAHE-ERIC/Higher Education Research Currents.
ED 214 453

Designing Writing Programs in Business and Industry.
ED 214 169

P. W. Litchfield and Early Corporate Education at the Goodyear Tire and Rubber Company.
ED 213 826

Industry
A Model Continuing Education Needs Assessment/Response System in Science and Engineering. Summary Report.
ED 214 790

Problems of Small, High-Technology Firms. Special Report.
ED 214 795

Infant Stimulation
Project UPSTART. Final Report 1980-1981.
ED 214 342

Infants
Cognitive Correlates of Early Multiword Speech.
ED 214 641

Conceptual Development and Early Multiword Speech.
ED 214 640

The Louise Child Care Center's Infant/Toddler Research Program: Longitudinal Behavioral Observation of Infants' Responses to Separation and Reunion in the Day Care Environment.
ED 214 628

Medicaid Cutbacks on Infant Care. Hearing Before the Subcommittee on Oversight and Investigations and the Subcommittee on Health and Environment of the Committee on Energy and Commerce, House of Representatives, Ninety-Seventh Congress, First Session (July 27, 1981).
ED 214 642

Mothers' Requests for Clarification and Children's Responses in Past Event Reporting.
ED 214 659

Orientation to Infant and Toddler Assessment: A User's Guide for the Child Development Assessment Form.
ED 214 675//

Research on Infancy of Special Relevance for Mental Health. Matrix No. 11A.
ED 214 635

Inflation (Economics)

Productivity, People, and Public Policy.
ED 213 923

Influences

Cohort Influences in Older Marriages.
ED 214 086

Television Advertising and Children: Issues, Research and Findings.
ED 214 645

Informal Education

Sociological Bases of Informal Education: An Ethnographic Study of an Informal Middle School in England.
ED 214 228

Informal Reading Inventories

Reliability and Validity of Curriculum-Based Informal Reading Inventories.
ED 214 155

Information Centers

CBEDS Data Users' Guide (1981 Data).
ED 214 264

Documentation Centre of the Association of African Universities.
ED 214 545

A National Documentation and Information Centre of the Kenya National Council for Science and Technology.
ED 214 546

Information Dissemination

Assistance and Enforcement as Strategies for Knowledge Transfer and Program Reform.
ED 214 252

Follow Through Resource Center: Community School 77. Final Evaluation Report, 1980-1981.
ED 215 021

Framework for Policy Analysis of Alternative Patterns of International Education Dissemination.

ED 214 826

Information Services Assessment Report: Indochinese Refugee Resettlement Program.
ED 215 003

Information Needs
Effects of Prescription Drugs During Pregnancy. Hearing Before the Subcommittee on Investigations and Oversight of the Committee on Science and Technology, U.S. House of Representatives, Ninety-Seventh Congress, First Session (July, 30, 1981).
ED 214 658

The Potency of Primary Prevention: A Meta-Analysis of Effect Size.
ED 214 067

Information Networks
Information Services Assessment Report: Indochinese Refugee Resettlement Program.
ED 215 003

Interuniversity Co-Operation in the Europe Region.
ED 214 410

Information Processing
A Study of Schooling: Methodology. A Study of Schooling in the United States. Technical Report Series, No. 2.
ED 214 872

Information Retrieval
Directory of Computerized Resources in Bilingual Education.
ED 214 383

Procedures for Research on School Effectiveness Project.
ED 214 699

Information Science
Classification of Education and Research in Librarianship and Information Science. Report of a Project Submitted to the Board of Directors, Association of American Library Schools.
ED 214 517

Information Seeking
So You Are Doing Research! An Annotated Guide to Library Materials in Political Science and Related Fields. Third Edition.
ED 214 507

Information Services
The Career-Related Services of the Learned and Professional Societies in the Humanities and Social Sciences: A Report.
ED 214 809

Documentation and Library Service of the Ministry of Information: Hashemite Kingdom of Jordan.
ED 214 544

Documentation Centre of the Association of African Universities.
ED 214 545

Information Services Assessment Report: Indochinese Refugee Resettlement Program.
ED 215 003

International Federation of Library Associations Annual Conference Papers: Libraries Serving the General Public Division: Children's Libraries Section (47th, Leipzig, East Germany, August 17-22, 1981).
ED 214 515

A National Documentation and Information Centre of the Kenya National Council for Science and Technology.
ED 214 546

Information Sources

The Resettlement of Indochinese Refugees in the United States: A Selected Bibliography.
ED 215 004

Information Storage

Dropout Identification: A Preliminary Study of the Pasco School District.
ED 215 013

Information Systems

Computer-Based National Information Systems. Technology and Public Policy Issues.
ED 214 500

The CSS Guide to Implementing Financial Aid Data Processing Systems.
ED 214 478

Information Utilization

Case Studies of Three Urban University-School Collaboratives Mandated for the Improvement of Educational Practice. Executive Summary.
ED 215 046

Case Studies of Three Urban University-School Collaboratives Mandated for the Improvement of Educational Practice. Volume I, Final Report. Revised.
ED 215 044

Case Studies of Three Urban University-School Collaboratives Mandated for the Improvement of Educational Practice. Volume II, Final Report.
ED 215 045

Citizen Satisfaction with Public Service Delivery: A Comparative Study of Citywide vs. Subarea Analysis.
ED 215 059

Project T.E.A.C.H.: An Evaluative Study.
ED 214 920

Utilizing Community Resources in the Classroom: An In-service Reference Collection.
ED 214 927

Innovation

Innovation in Small and Medium Firms.
ED 213 949

The Rural Education and Agriculture Program (REAP): Belize's New Approach to Rural Primary Education.
ED 214 744

Inplant Programs

P. W. Litchfield and Early Corporate Education at the Goodyear Tire and Rubber Company.
ED 213 826

Input Output Analysis

Productivity in Community College Programs: A Technique for Determining Relative Efficiency.
ED 214 571

Inservice Education

An Approach to Inservice Education to Promote Outdoor Education as a Teaching Method in the Elementary School.
ED 214 740

Assessing a Controversial In-Service Program: An Action Research Approach.
ED 214 971

A Guide to Better Inservice Education in Texas.
ED 214 932

A Massachusetts Career Education Staff Development Research Guide.
ED 213 950

A Survey Review of Studies on Specific Aspects of Teaching Outdoor Education.
ED 214 738

Training of the School Administrator: State of the Art. An Occasional Paper.
ED 214 253

Inservice Teacher Education

An Examination of the Content Area Reading Inservice Program at Fort Wayne Community Schools.
ED 214 140

From Bare Bones: Building a Training Program for Writing Teachers.
ED 214 165

Implementation and Assessment of a School Staff Development Model for Changing School Climate and Teacher Stress. Revised.
ED 214 868

Improving the Teaching of Writing in Your Own School: A Staff Development Program.
ED 214 199

In-Service Training for Instructors Designed to Build the Necessary Skills Needed to Plan, Develop, and Implement Competency-Based Vocational Education. Final Report (July 1, 1980-June 30, 1981).
ED 213 823

An Investigation of the Impact of the Wisconsin Writing Project on Student Composition.
ED 214 203

Looking at Needs Assessment for Staff Development. A Research Study.
ED 214 903

Opportunities for Schools of Education to Foster Practitioner Involvement in the Improvement of Teaching.
ED 214 862

The Preschool Teacher as an Adult Learner.
ED 214 656

Project SETT-UP: Special Education via Telecommunications, Teacher Upgrade. Five Year Report, June 1, 1976-August 31, 1981.
ED 214 331

Project T.E.A.C.H.: An Evaluative Study.
ED 214 920

Teaching Adults!! Training Materials for Adult Education Staff Development.
ED 213 824

Technical Status Report on Staff Development. Final Report.
ED 214 863

Utilizing Community Resources in the Classroom: An In-service Reference Collection.
ED 214 927

Institutes (Training Programs)
Asian Pacific American Research Seminars. Final Report, 1979-1981.
ED 215 043

Institutional Characteristics
A Causal Analysis of Satisfaction, Performance, Work Environment and Leadership in Selected Secondary Schools. A Study of Schooling in the United States. Technical Report Series, No. 31
ED 214 898

Determining the College Destination of Black Students.
ED 215 031

Exploring the Concept of School Renewal: Contextual Differences between More and Less Renewing Schools.
ED 214 302

Higher Education and Research in the People's Republic of China: Institutional Profiles.
ED 214 448

Measuring and Validating the Characteristics of Instructionally Effective Schools in Connecticut.
ED 214 979

Operating Ratios and Institutional Characteristics Affecting the Responsiveness of Black Colleges and Universities to Professional Allied Health Programs.
ED 214 466

Principals' Attitudes about the Characteristics and Functions of the Middle School.
ED 214 276//

School Contingencies in the Continuation of Planned Change.
ED 214 292

Stress in School Environments: An Administrative Perspective.
ED 214 308

Up the Down Escalator: How to Open the Door. Comments on Professionalism and Academic Credentials in Child Care.
ED 214 655

Washington Community Colleges Fall Quarter Report, 1981.

ED 214 593

Institutional Cooperation
Choosing Your Partner: Interorganizational Issues in International Education.
ED 214 378

Institutional Evaluation
Enhancement of Maryland's Predominantly Black Collegiate Institutions. Consultant's Report to the Desegregation Task Force of the State Board for Higher Education.
ED 214 422

Institutional Role
The Color of Misbehaving: Two Case Studies of Deviant Boys in a Magnet School.
ED 215 062

Urban Youth, Their Long-Term Employment Prognosis and Necessary Remedial and Corrective Action.
ED 215 065

Instructional Development
Native American Education. Topic Summary Report.
ED 214 700

Instructional Improvement
The Center for the Improvement of Teaching and Learning: Exploring New Directions in Community College Research.
ED 214 573

Evaluation Design Project: School District Organization Study. Annual Report.
ED 214 297

The Future of Teaching in the Community College.
ED 214 617

Improving Schools for Low Achieving Children: A System Dynamics Policy Study.
ED 214 243

Improving the Teaching of Writing in Your Own School: A Staff Development Program.
ED 214 199

The Management and Administration of Instructional Supervision.
ED 214 305

The Principal as Instructional Leader. Research on School Effectiveness Project: Topic Summary Report.
ED 214 702

Project PROF: A Professional Development Program for College Faculty.
ED 214 463

Instructional Innovation
The Center for the Improvement of Teaching and Learning: Exploring New Directions in Community College Research.
ED 214 573

Community-Based Learning and Service: The Impact of an Innovation.
ED 214 293

The Compact Course: A Curricular Innovation.
ED 214 395

The Future of Teaching in the Community College.
ED 214 617

Using Administrative Tactics to Introduce Curriculum Innovation.
ED 214 310

Instructional Materials
Accessing Resources for School-Age Visually Handicapped Students: A Resource Book. No. 408.
ED 214 346

Career Education Materials for Employment and Training Programs. Catalog.
ED 213 997

Conditional Independence in Applied Probability.
ED 214 768

Development of Safety and Health Instructional Materials. Final Report.
ED 213 827

Elements of the Theory of Generalized Inverses for Matrices.
ED 214 767

First Grade Activities Guide.
ED 214 690

Health Occupations Education Module. Using the Module.
ED 213 955

Primary Prevention in Mental Health and Social Work: A Sourcebook of Curriculum and Teaching Materials.
ED 214 423

Spatial Models of Election Competition.
ED 214 775

Technical Assistance for Employment and Training Programs. Overview.
ED 214 030

Thinking Is a Basic Skill: Creating Humanities Materials for the Adult New Reader.
ED 213 822

UMAP Modules-Units 71, 72, 73, 74, 75, 81-83, 234.
ED 214 784

Instructor Coordinators

Handbook for General Cooperative Education Teacher-Coordinators in Louisiana. Bulletin 1669.
ED 213 938

Handbook for Marketing and Distributive Education Teacher-Coordinators in Louisiana. Bulletin 1170.
ED 213 939

Integrated Activities

Integrated Nutrition Education Junior High.
ED 214 661

Title I Children's Program: Learning to Read through the Arts. Final Evaluation Report, 1980-1981.
ED 215 067

The Use of Writing to Improve Reading Comprehension.
ED 214 102

Integrated Curriculum

An Approach to Inservice Education to Promote Outdoor Education as a Teaching Method in the Elementary School.
ED 214 740

The Rural Education and Agriculture Program (REAP): Belize's New Approach to Rural Primary Education.
ED 214 744

Integration (Mathematics)

UMAP Modules-Units 105, 107-109, 111-112, 158-162.
ED 214 786

UMAP Modules-Units 203-211, 215-216, 231-232.
ED 214 787

Integrative Processes

The Problem and Problem Delineation Techniques. Phi Delta Kappa Occasional Paper No. 1.
ED 214 969

Intellectual Development
Functions of Schooling: Perceptions and Preferences of Teachers, Parents and Students. A Study of Schooling in the United States. Technical Report Series, No. 10.
ED 214 880

Hearing How Students Make Meaning'': Listening Through Perry Ears.
ED 214 461

A Primer on Piaget. Fastback 128.
ED 214 968

Intellectual Disciplines
Certificates in Georgia with Comparisons for Other States. Issues for Education Series.
ED 214 933

Inter American Foundation
Inter-American Foundation: Annual Report, 1981 (October 1, 1980-September 30, 1981).
ED 215 026

Interaction
A Comparison of the Effects of Sex and Status on the Perceived Appropriateness of Nonverbal Behaviors.
ED 214 222

Deaf-Blind Babies in Social Interaction: Questions of Maternal Adaptation.
ED 214 349

Expectation States Theory and Classroom Learning.
ED 214 750

Peers' Requests and Responses in Third-Grade Reading Groups.
ED 214 119

Psychometric Implications of the Unit-of-Analysis Problem'' (With Examples from the Measurement of Organizational Climate). A Study of Schooling in the United States. Technical Report Series, No. 3.
ED 214 873

Reciprocity in Preschool Peers' Social Interaction.
ED 214 644

Weaving the Web of Meaning: Interaction Patterns in Peer-Response Groups.
ED 214 202

Intercollegiate Cooperation
Interuniversity Co-Operation in the Europe Region.
ED 214 410

Intercultural Programs
Developing Interculturally Skilled Counselors: Process and Productivity of the Project.
ED 214 044

Interdisciplinary Approach
An Approach to Learning through the Arts: Final Report, 1980-1981.
ED 214 853

The Art of Movement and Letter Learning.
ED 214 912

Cape Hatteras Lighthouse, Project CAPE Teaching Module, Publication 3-4a.

ED 214 792
Communication Competence: A K-12 Interdisciplinary Approach.
ED 214 205
The Development of a Phenomenologically Based Therapeutic Graduate Program: A Contribution to Pluralism in Psychology.
ED 214 077
Holistic Education: Beyond the Traditional Basic Skills.
ED 214 491
Integrated Nutrition Education Junior High.
ED 214 661
One-Credit Humanities Workshops for Vocational Students.
ED 214 621
Partners: Math, Science, Social Studies, Language Arts. Ideas for the Art Part of the Interrelated Curriculum of the Elementary Classroom Teacher.
ED 214 914//
Science in Society, Omnibus Pack, Readers A-L.''
ED 214 753//
Science in Society, Teacher's Guide.
ED 214 754//
Social Studies Looks at Science: A Critical Review of Science in Social Issues.''
ED 214 823
Thinking through Writing: A Report on the Project, Its Evaluation, and Its Uses.
ED 214 173

Transactive Planning as a Principia Media in Rural Planning Education.
ED 214 729

Interest Inventories
CAP Self-Inventory Cards.
ED 214 001

Interests
Job Creation: Creative Materials, Activities, & Strategies for the Classroom.
ED 213 954

Interference (Language)
Improving Oral Language Skills for American Indian Secondary School Students.
ED 214 191
The Navajo Culture and the Learning of Mathematics. Final Report.
ED 214 708
A Practical Application of a Study of Errors of College Francophone Students Learning English.
ED 214 374
Teaching English to Haitians. Refugee Education Guide. General Information Series #26.
ED 214 406

Intergenerational Programs
Are Neighbors a Viable Support System for the Frail Elderly?
ED 214 070
The Graying of the College Classroom: Impact of Older People as Peers in the Classroom on Attitudes and on Performance of Undergraduates.
ED 213 885
Intergenerational Programming in Libraries: A Manual Based on the Experiences of the South Bay Cooperative Library System.
ED 214 528

Interior Design
Arranging. CAP Job Function.
ED 214 004

Interior Space
Faculty and Student Evaluations of College Classrooms.
ED 214 472

Interlibrary Loans
Fees for Service. SPEC Kit 074.
ED 214 534
International Federation of Library Associations Annual Conference Papers. Collections and Services Division; Interlending, Rare and Precious Books, and Exchange and Acquisition Sections (47th, Leipzig, East Germany, August 17-22, 1981).
ED 214 509
Report of METRO Task Force to Study NYSILL.
ED 214 506

International Cooperation
Alternative Patterns of International Collaboration for School Improvement: An Analysis of Activities of the OECD/CERI Pacific Circle Consortium.
ED 214 827

International Education
Alternative Patterns of International Collaboration for School Improvement: An Analysis of Activities of the OECD/CERI Pacific Circle Consortium.
ED 214 827
Choosing Your Partner: Interorganizational Issues in International Education.
ED 214 378
Framework for Policy Analysis of Alternative Patterns of International Education Dissemination.
ED 214 826

International Educational Exchange
Alternative Patterns of International Collaboration for School Improvement: An Analysis of Activities of the OECD/CERI Pacific Circle Consortium.
ED 214 827
American Study Programs in China: An Interim Report Card.
ED 214 447
An Assessment of the Involvement of the LACCD Los Angeles Community College District in Contract Education for Foreign Students: Completed as Part of the Feasibility Study Directed toward the Improvement of Occupational/Technical Education in the San Fernando Valley.
ED 214 603
The College, the University and the Foreign Student.
ED 214 487

Framework for Policy Analysis of Alternative Patterns of International Education Dissemination.
ED 214 826

Interuniversity Co-Operation in the Europe Region.
ED 214 410

International Programs
International Federation of Library Associations Annual Conference Papers. Bibliographic Control Division: Bibliography and Cataloguing Sections (47th, Leipzig, East Germany, August 17-22, 1981).
ED 214 508

International Federation of Library Associations Annual Conference Papers. Collections and Services Division: Interlending, Rare and Precious Books, and Exchange and Acquisition Sections (47th, Leipzig, East Germany, August 17-22, 1981).
ED 214 509

International Reading Association
An Adaptation of the "Standards for Evaluations" for the Interpretation of Reading Program Evaluations. Final Report.
ED 214 110

International Relations
The Moving Cultural Frontier of World Order: From Monotheism to North-South Relations.
ED 214 854

International Standard Bibliographic Description
International Federation of Library Associations Annual Conference Papers. Bibliographic Control Division: Bibliography and Cataloguing Sections (47th, Leipzig, East Germany, August 17-22, 1981).
ED 214 508

Internship Programs
Correlating Vocational Education with Labor Market Needs Through the Internship Program. Exemplary Project and Final Report.
ED 213 948

A Family Counseling Sequence in Counselor Education.
ED 214 040

Internships and Job Exchanges: Internships in ARL Libraries. SPEC Kit No. 79.
ED 214 535

Interpersonal Communication
Back to a Basic in Lifelong Learning: Personal and Small Group Problem Solving.
ED 214 221

An Evaluation of Gender and Psychological Sex Type as Variables in Communication Research.
ED 214 217

The Relationship between Communicator Attitudes and Communication Behavior: Initial Evidence.
ED 214 209

Student Teacher Conversations about Writing: Shifting Topics in the Writing Conference.
ED 214 181

Interpersonal Competence
An Analysis of Gifted Preschool Children: Positive and Negative Social Behaviors.
ED 214 347

Beyond Coping. Some Approaches to Social Education. Project Report.
ED 213 952

Cooperate with Others. Work Maturity Skills. Competency 7.0.
ED 214 022

A Cooperative Integration (Mainstreaming) Program between Millbrae Elementary School District and San Mateo County Office of Education's Classes for the Deaf and Severely Hard of Hearing Program. Results of a Two Year Study. 1979-1981.
ED 214 357

The Effective Teacher. Position Paper.
ED 214 865

The Effects of Divorce: Outcome of a Preschool Intervention Program.
ED 214 667

The Effects of Training on the Attitudes of Parents and Caregivers After a Title XX Course on 'Working with Parents'.
ED 214 650

Exhibit Positive Work Attitudes. Work Maturity Skills. Competency 2.0.
ED 214 017

Project PROF: A Professional Development Program for College Faculty.
ED 214 463

The Relationship between Communicator Attitudes and Communication Behavior: Initial Evidence.
ED 214 209

A Report on the Relationships among the How I See Myself Questionnaire, Behavior Rating Scales and Achievement.
ED 215 058

Self-Presentation: A Conceptualization and Model.
ED 214 047

Social Network Formation of Entering College Freshmen.
ED 214 057

Survival Skills. Pre-Apprenticeship Phase 2 Training. Instructors Guide
ED 213 905

Teaching About Cooperation.
ED 214 902

Interpersonal Relationship

Cross-Cultural Differences in Self-Reported Touch Avoidance.
ED 214 206

A Multigenerational Perspective on the Task Field of Parents.
ED 214 076

Psychosocial Characteristics of Female Medical Students.
ED 214 462

When There Are No Children: Two Childless Old Men Respond to Old Age.
ED 214 078

Interpreters

Bilinguisme et traduction au Canada. Role sociolinguistique du traducteur. (Bilingualism and Translation in Canada. The Sociolinguistic Role of the Translator).
ED 214 385

Interprofessional Relationship

A Case Study of Teacher Role Enactment in an Urban Elementary School.
ED 214 300

Faculty-Counselor Collaboration in the Developmental Classroom: A How-To Manual.
ED 214 056

Structural Coupling in Schools.
ED 214 247

Intervention
The Condition of Child Abuse/Neglect as an Environmental Influence on Early Childhood Development.
ED 214 646

Early Intervention for High Risk Infants and Their Adolescent Mothers. Progress Report for Second Year, July 1, 1980-June 30, 1981.
ED 214 330

The Effects of Divorce: Outcome of a Preschool Intervention Program.
ED 214 667

Fact Sheets from the ERIC Clearinghouse on Handicapped and Gifted Children, 1981.
ED 214 320

Integrated and Early Childhood Education: Preparation for Social Development. Theme D: Looking Forward - Integrated Participation in Processes of Change.
ED 214 689

Interviews
Looking at Needs Assessment for Staff Development. A Research Study.
ED 214 903

Qualitative Studies in Context: Reflections on the CSE Studies of Evaluation Use.
ED 214 978

Introductory Courses
World History as a General Education Course at a Liberal Arts College.
ED 214 830

Invention (Rhetorical)
A Computer Program for Invention and Feedback.
ED 214 177

Reinventing the Rhetorical Tradition.
ED 214 162/

Inventions
Black Scientists and Inventors in the United States: 1731-1980. Curriculum Guide: Department of Science, Cambridge Rindge and Latin School.
ED 214 791

Ion Exchange
Ionizing and Nonionizing Radiation Protection. Module SH-35. Safety and Health.
ED 213 869

Iowa
Multicultural Nonsexist Education in Iowa Schools: Home Economics & Industrial Arts.
ED 215 017

Israel
Residential Education in Israel. Report of the Israeli-American Seminar on "Out of School Education".
ED 215 049

Item Analysis
Development and Psychometric Analyses of Major Scales Utilized in A Study of Schooling. A Study of Schooling in the United States. Technical Report Series, No. 4.
ED 214 874

Examining Self-Esteem Needs in School Programs Through Item Analysis.
ED 214 993

Item Variance Components and Units-of-Analysis in a Measure of Classroom Climate. A Study of Schooling in the United States. Technical Report Series, No. 7.
ED 214 877

Some Methodological Issues in Developing Measures of Classroom Learning Environment. A Study of Schooling in the United States. Technical Report Series, No. 6.
ED 214 876

Japanese

The Development of Sentences in Japanese Narrative Discourse.
ED 214 376

Jews

American Jewish Year Book, 1982: A Record of Events and Trends in American and World Jewish Life. Volume 82.
ED 215 053

Going to America, Going to School: The Immigrant-Public School Encounter in Turn-of-the-Century New York City. (A Work in Progress.)
ED 215 060

Job Analysis

The Managerial Behavior of Elementary School Principals.
ED 214 244

A View of Work Flow in an Administrative System: The Case of Routine and Non-Routine Work.
ED 214 311

A Wage and Salary Program Based on Position Evaluations for Administrative and Supervisory Personnel.
ED 214 231

Job Applicants

Barriers and Supports in the Job Search: Preliminary Findings from a Survey of Older Job Seekers.
ED 214 074

Employment of Baccalaureate Graduates: The Effect of Institutional Reputation, Location, and Executive Alma Mater.
ED 214 460

Apply for Jobs. Job Search. Competency 3.0.
ED 214 027

Helping the Nontraditional Student: Counseling, Job Development, and Job Placement.
ED 214 038

Job Development

Job Creation: Creative Materials, Activities, & Strategies for the Classroom.
ED 213 954

Job Placement in Employment and Training Programs. An Action Planning Guidebook.
ED 213 995

Job Dimensions
Effect of Work Group Size and Task Size on Observers' Job Characteristics Ratings.
ED 214 083

Job Placement
Helping the Nontraditional Student: Counseling, Job Development, and Job Placement.
ED 214 038

Job Placement in Employment and Training Programs. An Action Planning Guidebook.
ED 213 995

Job Satisfaction
Effect of Work Group Size and Task Size on Observers' Job Characteristics Ratings.
ED 214 083

Expectancy Climate and School Effectiveness.
ED 214 246

The Mediating Role of Principals' Situational Favorableness on School Effectiveness in Lebanon.
ED 214 298

The Public School as Workplace: The Principal as a Key Element in Teacher Satisfaction. A Study of Schooling in the United States. Technical Report Series, No. 32.
ED 214 899

Sociological Approaches to Issues on Teacher Burnout.
ED 214 910

Structural Coupling in Schools.
ED 214 247

Teacher Burnout and Perceived Job Security (Dynamics and Implications).
ED 214 867

Teachers in Their Fifth Year: An Analysis of Teaching Concerns from the Perspectives of Adult and Career Development.
ED 214 906

Job Search Methods
Apply for Jobs. Job Search. Competency 3.0.
ED 214 027

Barriers and Supports in the Job Search: Preliminary Findings from a Survey of Older Job Seekers.
ED 214 074

Handle the Job Offer. Job Search. Competency 5.0.
ED 214 029

Interview for the Job. Job Search. Competency 4.0.
ED 214 028

Job Search Program Guide.
ED 214 024

Job Search Skills Instructor Guide.
ED 214 023

Prepare for the Job Search. Job Search. Competency 1.0.
ED 214 025

Search for Available Jobs. Job Search. Competency 2.0.
ED 214 026

Job Search Skills Training Program
Apply for Jobs. Job Search. Competency 3.0.
ED 214 027
Handle the Job Offer. Job Search. Competency 5.0.
ED 214 029
Interview for the Job. Job Search. Competency 4.0.
ED 214 028
Job Search Program Guide.
ED 214 024
Job Search Skills Instructor Guide.
ED 214 023
Prepare for the Job Search. Job Search. Competency 1.0.
ED 214 025
Search for Available Jobs. Job Search. Competency 2.0.
ED 214 026

Job Skills
Career and Vocational Education for the Severely Handicapped.
ED 214 355
The Development of Standards to Ensure the Competency of Physician Assistants. Volume II of V: Role Delineation for the Physician Assistant. Final Report, July 1, 1976-August 14, 1979.
ED 213 917
Effect of Work Group Size and Task Size on Observers' Job Characteristics Ratings.
ED 214 083
Job Creation: Creative Materials, Activities, & Strategies for the Classroom.
ED 213 954
Retailing I: A Foundation for Marketing and Distributive Education Curriculum Development.
ED 213 933
A Study of the Requirements and Business Training Procedures for Word Processing Personnel with Implications for Word Processing Curriculum Development in Two-Year Postsecondary Institutions.
ED 213 987
Towards the Third Cycle of APEID. Final Report. Regional Consultation Meeting on the Asian Programme of Educational Innovation for Development (7th, Bangkok, Thailand, June 1-10, 1981).
ED 214 697
Vocational Education for the Handicapped. Clothing Service Guide.
ED 213 924
Vocational Education for the Handicapped. Food Service Guide.
ED 213 925
Writing in Non-Academic Settings.

ED 214 163

Job Training
Career Education Materials for Employment and Training Programs. Catalog.
ED 213 997

Focusing Better on Youth: Legislative Recommendations from the Field. A Report from the National Youth Practitioners' Network.
ED 213 989

Follow-Up and Follow-Through in Employment and Training Programs. An Action Planning Guidebook.
ED 213 996

Job Placement in Employment and Training Programs. An Action Planning Guidebook.
ED 213 995

Postsecondary Occupational Education: National Trends, Issues, and Potential Implications for Texas Public Community/Junior Colleges.
ED 214 591

Putting America Back to Work: A Concept Paper.
ED 214 577

Technical Assistance for Employment and Training Programs. Overview.
ED 214 030

Testing in Employment and Training Programs. An Action Planning Guidebook.
ED 213 993

Jordan

Documentation and Library Service of the Ministry of Information: Hashemite Kingdom of Jordan.
ED 214 544

Journal Writing

Analysis of Dialogue Journal Writing as a Communicative Event. Final Report. Volume I.
ED 214 196

Analysis of Dialogue Journal Writing as a Communicative Event. Final Report. Volume II.
ED 214 197

Junior High Schools

Evaluation of the BSCS Human Sciences Program.
ED 214 805

Mathematics for the Middle Grades (5-9). 1982 Yearbook.
ED 214 776//

The Status of Middle School and Junior High School Science, Volume II: Technical Report.
ED 214 779

Kamehameha Early Education Program

Designing Reading Instruction for Cultural Minorities: The Case of the Kamehameha Early Education Program.
ED 215 039

Kanuri

A Reference Grammar of the Kanuri Language.
ED 214 369

Kentucky

In Pursuit of Excellence: The Report of the Prichard Committee on Higher Education in Kentucky's Future to The Kentucky Council on Higher Education.
ED 214 442

Merit Rating Guidelines for Kentucky Schools.
ED 214 942

Kenya

A National Documentation and Information Centre of the Kenya National Council for Science and Technology.
ED 214 546

Keywords
The Keyword Method and Children's Vocabulary Learning: An Interaction with Vocabulary Knowledge.
ED 214 126

Kidnapping
Missing Children. Hearing Before the Subcommittee on Investigations and General Oversight of the Committee on Labor and Human Resources, United States Senate, Ninety-Seventh Congress, First Session (October 6, 1981).
ED 214 671

Kindergarten
Differential Effect of Length of Day on Kindergarten Readiness.
ED 214 144

Once Upon a Springtime: Kindergarten Science Experiences to Enhance Reading Readiness.
ED 214 683

Kindergarten Children
Kindergarten and First-Grade Children's Strategies for Solving Addition and Subtraction Problems in Abstract and Verbal Problem Contexts. Report from the Program on Studies in Mathematics. Technical Report No. 583.
ED 214 652

Kindergarten Early Entrance Identification Manual.
ED 214 674

Preprimary Enrollment 1980.
ED 214 682

The Relationship Between Kindergarten Children's Fantasy Play Behavior and Divergent Thinking Ability.
ED 214 647

Young Children's Drawings as Related to Basic Communication Skills. Research Monograph No. 31.
ED 214 653

Knowledge
Knowledge and Use of Contraception in Twenty Developing Countries. Reports on the World Fertility Survey 3.
ED 214 673

Up the Down Escalator: How to Open the Door. Comments on Professionalism and Academic Credentials in Child Care.
ED 214 655

Knowledge Level
The Cognitive Value of Two-Year Colleges for Whites and Blacks.
ED 214 620

Evaluation of the Tennessee Nutrition Education and Training Program. 1981 Final Report.
ED 214 263

Teachers' Knowledge of School Law.
ED 214 869

Teachers' Understanding of the Reading Process.
ED 214 159

Korean Americans
A Study on Variables Related to Behavior Patterns of Cultural Adjustment and Mental Health Delivery System Utilization for Korean-American.
ED 215 016

Kuder Interest Card Sort
Kuder Interest Card Sort: Research Report.
ED 214 963

Kuwait
1981 Kuwait Summer Students Training Program, Secondary Component. An Evaluation Report.
ED 214 782

Labor Education
Proven Partners: Business, Labor, and Community Colleges. AACJC Pocket Reader 1.
ED 214 582

Labor Force Development
Policy Statement on the Need for a Continuing Strong Federal Role in Vocational Education.
ED 213 979

Postsecondary Occupational Education: National Trends, Issues, and Potential Implications for Texas Public Community/Junior Colleges.
ED 214 591

Putting America Back to Work: A Concept Paper.
ED 214 577

Resource Handbook on Manpower Flexibility Options in Ontario Universities.
ED 214 409

Labor Needs
Interreliance: An Energy Awareness Project for the Community Colleges. A Report of the Task Force on Energy Education.
ED 214 587

Labor Relations
Negotiations and the Manager in Public Education. A Sourcebook for School Business Officials, School Board Members and Other School Administrators.
ED 214 230

Special Report: Labor Relations in Elementary and Secondary Education, 1980-1981. Government Employee Relations Report.
ED 214 313//

Laboratory Safety
Safety Precautions for Science.
ED 214 757

Ladders (Equipment)
Ladder and Scaffolding Safety. Module SH-22. Safety and Health.
ED 213 856

Lake Washington School District WA
Educating Students Today for a Place in Society Tomorrow: The Lake Washington School District Futures Study. A Research Report.
ED 214 270

Land Settlement
Energy and the Transformation of a Metropolitan Landscape: Contrasting Contemporary and Future Settlement Geographies.
ED 214 815

Indian Tribes: A Continuing Quest for Survival. A Report of the United States Commission on Civil Rights.
ED 214 711

The Resettlement of Indochinese Refugees in the United States: A Selected Bibliography.
ED 215 004

Language
The Social Psychology of Language: A Perspective for the 1980s. Focus, Number 5.
ED 214 381

Language Acquisition
Analysis of Dialogue Journal Writing as a Communicative Event. Final Report. Volume I.
ED 214 196

Communicative Competence of Kindergarten Children: A Sociolinguistic Perspective.
ED 214 387

Conceptual Development and Early Multiword Speech.
ED 214 640

Contextual Constraints on the Comprehension of "Before" and "After".
ED 214 678

The Development of Sentences in Japanese Narrative Discourse.
ED 214 376

Evolution de la notion d'acceptabilite a travers les niveaux de langue chez des enfants de 6 a 11 ans (Evolution of the Notion of Acceptability across Language Levels among Children Aged Six to Eleven).
ED 214 367

Nurturing the Roots of Literacy.
ED 214 142

Oral and Written Language Development Research: Impact on the Schools. Proceedings from the 1979 and 1980 IMPACT Conferences.
ED 214 184

Toward a Meaningful Model of Written Language Development.
ED 214 174

Vocabulary-Test Errors and Word Learning. Technical Report 1981-8.
ED 214 137

Language Arts
Alabama Course of Study: Language Arts K-12. Bulletin 1981, No. 21.
ED 214 194

A Classroom Teacher's Guide to Reading Improvement in Middle School Language Arts. Revised Edition. Resource Monograph No. 18.
ED 214 125

A Composition Curriculum Based on James Britton's Theories.
ED 214 182

Conflict Activity Cards.
ED 214 844

The Emerging Middle School Language Arts Program.
ED 214 278//

The GLAD Project: Energizing Language.
ED 214 734

Implementing PCRP: Fact or Fiction? Communication Skills.
ED 214 112

Language Arts: A Wide Spectrum of Ideas.
ED 214 193

Teaching Writing Skills: Global Issues. Skills Series, Volume 3.
ED 214 846

Language Attitudes

Attitudes Linguistiques: Resultats d'une enquete (Language Attitudes: Results of an Investigation).
ED 214 368

Etude des comportements langagiers dans deux entreprises en debut de processus de francisation (A Study of Language Usage and Attitudes in Two Businesses at the Beginning of the Process of Change from English to French).
ED 214 403

The Social Psychology of Language: A Perspective for the 1980s. Focus, Number 5.
ED 214 381

Stereotyped Attitudes toward Various Portuguese Accents. Focus, Number 4.
ED 214 388

Language Enrichment

Oral and Written Language Development Research: Impact on the Schools. Proceedings from the 1979 and 1980 IMPACT Conferences.
ED 214 184

Language Experience Approach

The GLAD Project: Energizing Language.
ED 214 734

A Reading and Writing Program Using Language-Experience Methodology Among Adult ESL Students in a Basic Education Program. Administrators/Instructors Manual.
ED 213 914

A Reading and Writing Program Using Language-Experience Methodology Among Adult ESL Students in a Basic Education Program. Volunteer Tutor Manual.
ED 213 915

Language Patterns

Oral and Written Communication: An Analysis of Forms and Functions.
ED 214 364

Language Planning
A Comparison of Latin American and United States Bilingual Education Programs.
ED 214 397

Language Processing
Analysis of Dialogue Journal Writing as a Communicative Event. Final Report. Volume I.
ED 214 196

Analysis of Dialogue Journal Writing as a Communicative Event. Final Report. Volume II.
ED 214 197

Hemispheric Relationships in Composing: An EEG Study.
ED 214 172

Implementing PCRP: Fact or Fiction? Communication Skills.
ED 214 112

Nurturing the Roots of Literacy.
ED 214 142

Toward a Meaningful Model of Written Language Development.
ED 214 174

Language Proficiency
Bilingual Pupil Services. E.S.E.A. Title I. Final Evaluation Report, 1980-1981.
ED 215 072

Studies in Bilingual Evaluation, Work Unit I: Bilingual Prediction Project. Final Report.
ED 214 954

Language Research
Oral and Written Language Development Research: Impact on the Schools. Proceedings from the 1979 and 1980 IMPACT Conferences.
ED 214 184

Language Skills
The Art of Movement and Letter Learning.
ED 214 912

Cognitive Correlates of Early Multiword Speech.
ED 214 641

English for Driving Student Workbook.
ED 213 976

English for Driving Teacher's Guide.
ED 213 977

English for Driving Visuals for Use with Student Workbook and Teacher's Guide.
ED 213 978

Improving Oral Language Skills for American Indian Secondary School Students.
ED 214 191

Language Styles
Evolution de la notion d'acceptabilite a travers les niveaux de langue chez des enfants de 6 a 11 ans (Evolution of the Notion of Acceptability across Language Levels among Children Aged Six to Eleven).
ED 214 367

Oral and Written Communication: An Analysis of Forms and Functions.
ED 214 364

Relationship between Degree of Choice in Client's Language and Therapy Outcome.
ED 214 060

Toward a Rhetorical Theory of Style.
ED 214 178

Language Tests
The Admission and Academic Placement of Students from Selected South American Countries: Bolivia, Brazil, Paraguay, Uruguay. A Workshop Report, September-October, 1977.
ED 214 451

The Place of "Zertifikat Deutsch als Fremdsprache" in the German Curriculum. A Report of a Survey.
ED 214 375

Language Usage
Conceptual Development and Early Multiword Speech.
ED 214 640

Etude des comportements langagiers dans deux entreprises en debut de processus de francisation (A Study of Language Usage and Attitudes in Two Businesses at the Beginning of the Process of Change from English to French).
ED 214 403

Linguistic Theory and the Study of Legal and Bureaucratic Language. Document Design Project, Technical Report No. 16.
ED 214 372

No Case for Convergence: The Puerto Rican Spanish Verb System in a Language Contact Situation. Centro Working Papers 5.
ED 214 386

On the Senses of "Argument."
ED 214 220

Peers' Requests and Responses in Third-Grade Reading Groups.
ED 214 119

Language Variation
Writing: The Nature, Development, and Teaching of Written Communication. Volume 1, Variation in Writing: Functional and Linguistic-Cultural Differences.
ED 214 204//

Large Type Materials
Accessing Resources for School-Age Visually Handicapped Students: A Resource Book. No. 408.
ED 214 346

Latent Trait Theory
A Comparison of the One-, the Modified Three-, and the Three-Parameter Item Response Theory Models in the Test Development Item Selection Process.
ED 214 994

Standard Error of an Equating by Item Response Theory.
ED 214 947

Latin
Medical Terminology: Latin Words/Abbreviations; Special Signs and Symbols. Health Occupations Education Module.
ED 213 963

Lau v Nichols
Lau vs. Nichols Implementation Study within the Alhambra City School District.
ED 214 295

Law Enforcement
Indian Tribes: A Continuing Quest for Survival. A Report of the United States Commission on Civil Rights.
ED 214 711

Lawyers
Advising. CAP Job Function.
ED 214 003

Leadership
Factors Influencing School Effectiveness: An Ecological Analysis of an Effective'' School.
ED 214 299

How to Work Effectively with Alumni Boards.
ED 214 434

Up the Down Escalator: How to Open the Door. Comments on Professionalism and Academic Credentials in Child Care.
ED 214 655

Leadership Responsibility
Methodological Considerations in Studies of Effective Principals.
ED 214 985

Organizational Aspects of University Management in the 1980s. Report of a CAUBO Special Project on the Examination of Alternative University Organizational Structures.
ED 214 427

Who's on Second: Report of a CAUBO Special Project on the Examination of Alternative University Organizational Structures.
ED 214 428

Leadership Styles
Administrative Style and Organizational Climate in Junior High and Middle Schools.
ED 214 289//

Integrated and Early Childhood Education: Preparation for Social Development. Theme D: Looking Forward - Integrated Participation in Processes of Change.
ED 214 689

The Mediating Role of Principals' Situational Favorableness on School Effectiveness in Lebanon.
ED 214 298

Leadership Training
Development of Rural Leadership: Problems, Procedures, and Insights. Summary of an Impact Assessment of Public Affairs Leadership Programs Conducted in California, Michigan, Montana, and Pennsylvania and Executive Summary.
ED 214 748

Evaluation Technologies Program: Evaluation Practices. Field Draft of Leader's Package, CSE Workshop Series.
ED 214 941

The Participation of Minorities and Women in Education R&D Leadership and Management: An Annotated Bibliography.

ED 214 433

Learning

A Primer on Piaget. Fastback 128.

ED 214 968

Learning Activities

Activities Ideas Definition Strategies (AIDS). Learning Disabilities: A Book of Resources for the Classroom Teacher.

ED 214 358

Agribusiness Safety. Module SH-15. Safety and Health.

ED 213 849

Business and Office Safety. Module SH-11. Safety and Health.

ED 213 845

Cape Hatteras Lighthouse, Project CAPE Teaching Module, Publication 3-4a.

ED 214 792

CAP Worksheets.

ED 214 013

The Circulatory System and Instructor's Guide: The Circulatory System. Health Occupations Education Module: Instructional Materials in Anatomy and Physiology for Pennsylvania Health Occupations Programs.

ED 213 964

Communication in Health Occupations: I General. Health Occupations Education Module.

ED 213 956

Curriculum Guide: Reading Readiness.

ED 214 629

Drug Education Curriculum: Grade Five. Health Education: Substance Abuse Prevention.

ED 214 094

Drug Education Curriculum: Grade Four. Health Education: Substance Abuse Prevention.

ED 214 093

Drug Education Curriculum: Grade One. Health Education: Substance Abuse Prevention.

ED 214 090

Drug Education Curriculum: Grade Six. Health Education: Substance Abuse Prevention.

ED 214 095

Drug Education Curriculum: Grade Three. Health Education: Substance Abuse Prevention.

ED 214 092

Drug Education Curriculum: Grade Two. Health Education: Substance Abuse Prevention.

ED 214 091

Drug Education Curriculum: Junior High. Health Education: Substance Abuse Prevention.

ED 214 096

Drug Education Curriculum: Kindergarten. Health Education: Substance Abuse Prevention.

ED 214 089

Drug Education Curriculum: Senior High. Health Education: Substance Abuse Prevention.

ED 214 097

The Endocrine System and Instructor's Guide: The Endocrine System. Health Occupations Education Module: Instructional Materials in Anatomy and Physiology for Pennsylvania Health Occupations Programs.
ED 213 969

Energy Use and the Environment. Concepts & Activities for the Classroom: Mathematics Module. Environmental Education Supplementary Instructional Guide.
ED 214 794

Fire Prevention and Emergency Procedures. Module SH-05. Safety and Health.
ED 213 839

First Grade Activities Guide.
ED 214 690

First Response to Medical Emergencies. Module SH-04. Safety and Health.

ED 213 838

Fundamentals of Electrical Safety. Module SH-03. Safety and Health.
ED 213 837

The Genitourinary System and Instructor's Guide: The Genitourinary System. Health Occupations Education Module: Instructional Materials in Anatomy and Physiology for Pennsylvania Health Occupations Programs.
ED 213 968

Hazardous Materials Safety. Module SH-29. Safety and Health.
ED 213 863

Industrial Sanitation and Personal Facilities. Module SH-13. Safety and Health.
ED 213 847

Integrated Nutrition Education Junior High.
ED 214 661

Ionizing and Nonionizing Radiation Protection. Module SH-35. Safety and Health.
ED 213 86[illegible]

Ladder and Scaffolding Safety. Module SH-22. Safety and Health.
ED 213 856

Language Arts: A Wide Spectrum of Ideas.
ED 214 193

Marine and Longshoring Safety. Module SH-21. Safety and Health.
ED 213 855

Material Hoist Safety. Module SH-16. Safety and Health.
ED 213 850

Materials Handling. Module SH-01. Safety and Health.
ED 213 835

Mathematics for the Middle Grades (5-9). 1982 Yearbook.
ED 214 776/[illegible]

Mathematics Projects Handbook. Second Edition.
ED 214 773/[illegible]

Mechanized Off-Road Equipment Safety. Module SH-17. Safety and Health.
ED 213 851

Medical Terminology: Latin Words/Abbreviations; Special Signs and Symbols. Health Occupations Education Module.
ED 213 963

Medical Terminology: Prefixes. Health Occupations Education Module.
ED 213 960

Medical Terminology: Root Words. Health Occupations Education Module.
ED 213 959

Medical Terminology: Suffixes. Health Occupations Education Module.
ED 213 962

Medical Terminology: Using Some Common Prefixes, Suffixes, and Roots. Health Occupations Education Module.
ED 213 961

The Microscope: II Care and Use. Health Occupations Education Module.
ED 213 958

The Microscope: I Structure. Health Occupations Education Module.
ED 213 957

The Musculoskeletal System and Instructor's Guide: The Musculoskeletal System. Health Occupations Education Module: Instructional Materials in Anatomy and Physiology for Pennsylvania Health Occupations Programs.
ED 213 965

The Nervous System and Instructor's Guide: The Nervous System. Health Occupations Education Module: Instructional Materials in Anatomy and Physiology for Pennsylvania Health Occupations Programs.
ED 213 967

Nurturing the Roots of Literacy.
ED 214 142

Orientation to Infant and Toddler Assessment: A User's Guide for the Child Development Assessment Form.
ED 214 675/

Personal Protective Equipment. Module SH-12. Safety and Health.
ED 213 846

Precautions for Explosive Materials. Module SH-20. Safety and Health.
ED 213 854

Recognizing Job Health Hazards. Module SH-08. Safety and Health.
ED 213 842

Recognizing Job Safety Hazards. Module SH-09. Safety and Health.
ED 213 843

The Reproductive System and Instructor's Guide: The Reproductive System. Health Occupations Education Module. Instructional Materials in Anatomy and Physiology for Pennsylvania Health Occupations Programs.
ED 213 970

The Respiratory System and Instructor's Guide: The Respiratory System. Health Occupations Education Module: Instructional Materials in Anatomy and Physiology for Pennsylvania Health Occupations Programs.
ED 213 966

The Role of OSHA in Safety and Health. Module SH-02. Safety and Health.
ED 213 836

Safe Handling and Use of Flammable and Combustible Materials. Module SH-30. Safety and Health.
ED 213 864
Safety and Concrete, Forms, and Shoring. Module SH-37. Safety and Health.
ED 213 871
Safety Features of Material and Personnel Movement Devices. Module SH-25. Safety and Health.
ED 213 859
Safety for Compressed Gas and Air Equipment. Module SH-26. Safety and Health.
ED 213 860
Safety Guards for Machinery. Module SH-34. Safety and Health.
ED 213 868
Safety in Elevators and Grain Handling Facilities. Module SH-27. Safety and Health.
ED 213 861
Safety Signs, Tags, and Color Codes. Module SH-07. Safety and Health.
ED 213 841
Structural Egress and Emergency Procedures. Module SH-10. Safety and Health.
ED 213 844
Using Ropes, Chains and Slings Safely. Module SH-14. Safety and Health
ED 213 848
Vibration and Noise Control. Module SH-33. Safety and Health.
ED 213 867
Walking and Working Surfaces. Module SH-06. Safety and Health.
ED 213 840
Welding, Cutting and Brazing Safety. Module SH-28. Safety and Health.
ED 213 862
Working Safety in Confined Spaces. Module SH-32. Safety and Health.
ED 213 866

Learning Disabilities

The Acquisition of Consultation Skills by Means of Two Simulation Techniques for Regular Class Teachers Engaged in Joint Planning of Educational Programs for Learning Disabled Children. Final Performance Report.
ED 214 341
Activities Ideas Definition Strategies (AIDS). Learning Disabilities: A Book of Resources for the Classroom Teacher.
ED 214 358
The Analysis of Brain Function A New Approach to the Assessment of Children with Learning Disorders.
ED 214 351
Counseling and Accommodating the Student with Learning Disabilities.
ED 214 338
Handicaps and Developmental Disabilities. Matrix No. 10.
ED 214 634
Proceedings: National Meeting of Learning Disabled Adults (1st, April 30, 1980).
ED 214 339
Verbal Rehearsal Strategies and Metamemory in Learning Disabled Children.
ED 214 354

Learning Experience

Art, Music and Crafts in Secondary Education: Their Purpose and Effect.
ED 214 832

Learning Modalities
The Art of Movement and Letter Learning.
ED 214 912

Learning Modules
Communication in Health Occupations: I General. Health Occupations Education Module.
ED 213 956

Development of Safety and Health Instructional Materials. Final Report.
ED 213 827

Health Occupations Education Module. Using the Module.
ED 213 955

The Microscope: I Structure. Health Occupations Education Module.
ED 213 957

Safety and Health for Agriculture and Agribusiness Operations. An Instructor Resource Guide.
ED 213 828

Safety and Health for Allied Health Occupations. An Instructor Resource Guide.
ED 213 830

Safety and Health for Business and Office Education. An Instructor Resource Guide.
ED 213 831

Safety and Health for Marketing and Distributive Education. An Instructor Resource Guide.
ED 213 829

Safety and Health for Technical Education. An Instructor Resource Guide.
ED 213 833

Safety and Health for Trade and Industrial Education. An Instructor Resource Guide.
ED 213 834

Safety and Health for Vocational Home Economics Education. An Instructor Resource Guide.
ED 213 832

UMAP Modules-Units 203-211, 215-216, 231-232.
ED 214 787

UMAP Modules-Units 240-242, 251.
ED 214 788

UMAP Modules-Units 60-62, 67, 68, 70.
ED 214 783

UMAP Modules-Units 71, 72, 73, 74, 75, 81-83, 234.
ED 214 784

UMAP Modules-Units 84-88.
ED 214 785

Learning Motivation
Student Motivation in Vocational Education.
ED 213 943

What Opportunities Are There for Parents to Be Educators? Proceedings of a Research Area Planning Conference (Washington, DC, December 10-11, 1979).
ED 214 643

Learning Processes
Education, Society, and the Teaching of Values.
ED 214 835

Learning Readiness
Differential Effect of Length of Day on Kindergarten Readiness.
ED 214 144

Learning Theories
Center for Bilingual Multicultural Education Research and Service. Monograph Series, Vol. 1 No. 3.
ED 214 732

The Effects of Instruction on Children's Understanding of the Equals'' Sign.
ED 214 765

Expectation States Theory and Classroom Learning.
ED 214 750

Experimental Phenomenology and Visual Literacy.
ED 214 518

An Investigation of the Trends in Vocabulary Research and the Effects of Prior Knowledge on Instructional Strategies for Vocabulary Acquisition.
ED 214 118

Learning and Context: An Interview with A. I. Weinzweig, University of Illinois at Chicago Circle, Chicago, Illinois.
ED 214 758

A Primer on Piaget. Fastback 128.
ED 214 968

Toward a Rhetorical Theory of Style.
ED 214 178

Vocabulary-Test Errors and Word Learning. Technical Report 1981-8.
ED 214 137

Learning to Read Through the Arts Program
Title I Children's Program: Learning to Read through the Arts. Final Evaluation Report, 1980-1981.
ED 215 067

Learning Tree
Knowing and Caring Toward an Effective Social Studies Reading Program.
ED 214 146

Leaves of Absence
How Milwaukee Officials Administer Their Board's Sick Leave Policy.
ED 214 234

Update on Teacher Absenteeism.
ED 214 257

You Can't Afford for Teachers to Be Out, So Take These Steps Now to Stop Absenteeism.
ED 214 233

Lebanon
The Mediating Role of Principals' Situational Favorableness on School Effectiveness in Lebanon.
ED 214 298

Lecture Method
PSI What Are the Critical Elements?
ED 214 502

Legal Assistants
Survey of University of Toledo Legal Assisting Technology Graduates.
ED 214 443

Legal Education
Teachers' Knowledge of School Law.
ED 214 869

Legal Language
Linguistic Theory and the Study of Legal and Bureaucratic Language. Document Design Project, Technical Report No. 16.
ED 214 372

Legal Problems
The Attorney General's Asbestos Liability Report to the Congress. Pursuant to Section 8(b) of the Asbestos School Hazard Detection and Control Act of 1980. Committee Print, Ninety-Seventh Congress, First Session.
ED 214 256

Recommendations for Relief from Burdensome State Mandates.
ED 214 238

Legal Responsibility
The Attorney General's Asbestos Liability Report to the Congress. Pursuant to Section 8(b) of the Asbestos School Hazard Detection and Control Act of 1980. Committee Print, Ninety-Seventh Congress, First Session.
ED 214 256

Legislation
Linguistic Theory and the Study of Legal and Bureaucratic Language. Document Design Project, Technical Report No. 16.
ED 214 372

Lesson Observation Criteria
The Methodology of Classroom Observation in a Study of Schooling. A Study of Schooling in the United States. Technical Report Series, No. 5.
ED 214 875

Lesson Plans
Teaching English to Haitians. Refugee Education Guide. General Information Series #26.
ED 214 406

Lesson Structure
Teaching Lessons: Incentives for Structuring Learning Activities.
ED 214 309

Liberal Arts
World History as a General Education Course at a Liberal Arts College.
ED 214 830

Liberal Arts Colleges
World History as a General Education Course at a Liberal Arts College.
ED 214 830

Librarian Attitudes
Summary Proceedings of a Symposium on Educating Librarians and Information Scientists To Provide Information and Library Services to Blind and Physically Handicapped Individuals (San Francisco, California, July 2-4, 1981).
ED 214 504

Librarians

ARL Annual Salary Survey, 1981.
ED 214 524

International Federation of Library Associations Annual Conference Papers. Education and Research Division: Library Schools and Other Training Aspects, and Round Table on Library History Sections (47th, Leipzig, East Germany, August 17-22, 1981).
ED 214 512

Recruitment and Selection Practices in ARL Libraries. SPEC Kit #78.
ED 214 537

Report of the Statewide Continuing Library Education Advisory Committee on the Development of a Program to Meet the Educational Needs of New York Continuing Library Education Planners and Administrators.
ED 214 531

Salary Compensation Systems for Librarians: A Study of Ten Members of the Association of Research Libraries. Occasional Paper Number 5.
ED 214 542

Staff Development. SPEC Kit #75.
ED 214 538

The Status of Librarians in ARL Libraries: An Overview. SPEC Kit #61.
ED 214 539

Libraries

Chinese Libraries and Library Education, 1949-1980: Truth and Myth in the People's Republic of China.
ED 214 516

Documentation and Library Service of the Ministry of Information: Hashemite Kingdom of Jordan.
ED 214 544

Meeting Information Needs of the 80's. Report of the Commissioner's Committee on Statewide Library Development.
ED 214 529

Library Acquisition

U.S. Hispanic Materials and the Library of Congress, 1960-1980.
ED 214 716

Library Administrators

Executive Review in ARL Libraries. SPEC Kit #72.
ED 214 532

Library Associations

International Federation of Library Associations Annual Conference Papers. Education and Research Division: Editors of Library Journals and Serial Publications Sections (47th, Leipzig, East Germany, August 17-22, 1981).
ED 214 513

International Federation of Library Associations Annual Conference Papers. Education and Research Division: Library Theory and Research Section (47th, Leipzig, East Germany, August 17-22, 1981).
ED 214 514

Library Automation
Examination of Potential Management Decisions Based upon a Core Collection Derived from Last Circulation Date Data. Research Report No. 1.
ED 214 496
International Federation of Library Associations Annual Conference Papers. General Research Libraries Division: Parliamentary Libraries and National Libraries Sections (47th, Leipzig, East Germany, August 17-22, 1981).
ED 214 510
Specifications for a Computerized Library Circulation Management Data and On-Line Catalog System.
ED 214 494
The Use of Small Computers in ARL Libraries. SPEC Kit #77.
ED 214 540

Library Catalogs
Specifications for a Computerized Library Circulation Management Data and On-Line Catalog System.
ED 214 494

Library Circulation
Examination of Potential Management Decisions Based upon a Core Collection Derived from Last Circulation Date Data. Research Report No. 1.
ED 214 496
External User Services. SPEC Kit #73.
ED 214 533
Specifications for a Computerized Library Circulation Management Data and On-Line Catalog System.
ED 214 494

Library Collections
A Conservation Plan for the Transylvania University Library.
ED 214 495
Examination of Potential Management Decisions Based upon a Core Collection Derived from Last Circulation Date Data. Research Report No. 1.
ED 214 496

International Federation of Library Associations Annual Conference Papers. Collections and Services Division: Interlending, Rare and Precious Books, and Exchange and Acquisition Sections (47th, Leipzig, East Germany, August 17-22, 1981).
ED 214 509
U.S. Hispanic Materials and the Library of Congress, 1960-1980.
ED 214 716

Library Cooperation
International Federation of Library Associations Annual Conference Papers. Collections and Services Division: Interlending, Rare and Precious Books, and Exchange and Acquisition Sections (47th, Leipzig, East Germany, August 17-22, 1981).
ED 214 509
Meeting Information Needs of the 80's. Report of the Commissioner's Committee on Statewide Library Development.
ED 214 529

Library Education
Classification of Education and Research in Librarianship and Information Science. Report of a Project Submitted to the Board of Directors, Association of American Library Schools.
ED 214 517

International Federation of Library Associations Annual Conference Papers. Education and Research Division: Library Schools and Other Training Aspects, and Round Table on Library History Sections (47th, Leipzig, East Germany, August 17-22, 1981).
ED 214 512

Summary Proceedings of a Symposium on Educating Librarians and Information Scientists To Provide Information and Library Services to Blind and Physically Handicapped Individuals (San Francisco, California, July 2-4, 1981).
ED 214 504

Library Facilities
A Conservation Plan for the Transylvania University Library.
ED 214 495

Emergencies and Problems: A Procedures Manual for Trinity University Library.
ED 214 527

Library Instruction
International Federation of Library Associations Annual Conference Papers: Libraries Serving the General Public Division: Children's Libraries Section (47th, Leipzig, East Germany, August 17-22, 1981).
ED 214 515

So You Are Doing Research! An Annotated Guide to Library Materials in Political Science and Related Fields. Third Edition.
ED 214 507

Library Material Selection
U.S. Hispanic Materials and the Library of Congress, 1960-1980.
ED 214 716

Library Materials
A Conservation Plan for the Transylvania University Library.
ED 214 495

International Federation of Library Associations Annual Conference Papers. Bibliographic Control Division: Bibliography and Cataloguing Sections (47th, Leipzig, East Germany, August 17-22, 1981).
ED 214 508

Preservation Conditions, Practices, and Needs in the General Libraries. A Report by the Preservation Committee.
ED 214 503

Library Networks
Meeting Information Needs of the 80's. Report of the Commissioner's Committee on Statewide Library Development.
ED 214 529

Report of METRO Task Force to Study NYSILL.
ED 214 506

Library of Congress
U.S. Hispanic Materials and the Library of Congress, 1960-1980.
ED 214 716

Library Operations
Preservation Conditions, Practices, and Needs in the General Libraries. A Report by the Preservation Committee.
ED 214 503

Report of the Task Force on Reorganization. Paley Library.
ED 214 493

Library Personnel
ARL Annual Salary Survey, 1981.
ED 214 524

Internships and Job Exchanges: Internships in ARL Libraries. SPEC Kit No. 79.
ED 214 535

Recruitment and Selection Practices in ARL Libraries. SPEC Kit #78.
ED 214 537

Staff Development. SPEC Kit #75.
ED 214 538

Library Planning
The High School Mathematics Library. Seventh Edition.
ED 214 772//

Report of the Task Force on Reorganization. Paley Library.
ED 214 493

Library Research
Classification of Education and Research in Librarianship and Information Science. Report of a Project Submitted to the Board of Directors, Association of American Library Schools.
ED 214 517

International Federation of Library Associations Annual Conference Papers. Education and Research Division: Library Theory and Research Section (47th, Leipzig, East Germany, August 17-22, 1981).

ED 214 514

Library Role
Chinese Libraries and Library Education, 1949-1980: Truth and Myth in the People's Republic of China.
ED 214 516

Library Science
Classification of Education and Research in Librarianship and Information Science. Report of a Project Submitted to the Board of Directors, Association of American Library Schools.
ED 214 517

International Federation of Library Associations Annual Conference Papers. Education and Research Division: Editors of Library Journals and Serial Publications Sections (47th, Leipzig, East Germany, August 17-22, 1981).
ED 214 513

International Federation of Library Associations Annual Conference Papers. Education and Research Division: Library Theory and Research Section (47th, Leipzig, East Germany, August 17-22, 1981).
ED 214 514

Publication Activity of Academic Library Directors.
ED 214 505

Library Services
Documentation and Library Service of the Ministry of Information: Hashemite Kingdom of Jordan.
ED 214 544

External User Services. SPEC Kit #73.
ED 214 533

Fees for Service. SPEC Kit #74.
ED 214 534

Intergenerational Programming in Libraries: A Manual Based on the Experiences of the South Bay Cooperative Library System.
ED 214 528

International Federation of Library Associations Annual Conference Papers. General Research Libraries Division: Parliamentary Libraries and National Libraries Sections (47th, Leipzig, East Germany, August 17-22, 1981).
ED 214 510

International Federation of Library Associations Annual Conference Papers: Libraries Serving the General Public Division: Children's Libraries Section (47th, Leipzig, East Germany, August 17-22, 1981).
ED 214 515

Online Bibliographic Search Services. SPEC Kit No. 76.
ED 214 536

Summary Proceedings of a Symposium on Educating Librarians and Information Scientists To Provide Information and Library Services to Blind and Physically Handicapped Individuals (San Francisco, California, July 2-4, 1981).
ED 214 504

User Surveys and Evaluation of Library Services. SPEC Kit #71.
ED 214 541

Library Standards
International Federation of Library Associations Annual Conference Papers. General Research Libraries Division: University Libraries Section (47th, Leipzig, East Germany, August 17-22, 1981).
ED 214 511

Library Surveys
ARL Annual Salary Survey, 1981.
ED 214 524

User Surveys and Evaluation of Library Services. SPEC Kit #71.
ED 214 541

Library Technicians
Working with Numbers and Symbols. CAP Job Function.
ED 214 012

Life Cycles
The Life Cycle: A Suggested Annotated Bibliography of Twentieth-Century American Literature.
ED 213 886

Life Events
An Investigation of Precipitating Events and Susceptibility Factors in Depression.
ED 214 071

Path Analytic Frameworks for Behavioral Health Needs Assessment.
ED 214 069

Life Satisfaction
Retirement Satisfaction: Is There a Young/Old Old/Old Difference?
ED 214 051

Life Span Development
The Preschool Teacher as an Adult Learner.
ED 214 656

Life Style
American Jewish Year Book, 1982: A Record of Events and Trends in American and World Jewish Life. Volume 82.
ED 215 053//

Migrant Education: An Annotated Bibliography.
ED 214 724

Social Network Formation of Entering College Freshmen.
ED 214 057

Lifelong Learning
Back to a Basic in Lifelong Learning: Personal and Small Group Problem Solving.
ED 214 221

Skyline Older Adult Program: A Developing Concept.
ED 214 622

Statewide Coordination in Technology Transfer.
ED 214 555

Lifting

Warehousing Storage and Retrieval Safety. Module SH-23. Safety and Health.
ED 213 857

Likert Model for Organizational Effectiveness
A Causal Analysis of Satisfaction, Performance, Work Environment and Leadership in Selected Secondary Schools. A Study of Schooling in the United States. Technical Report Series, No. 31
ED 214 898

Limited English Speaking
Bilingual Pupil Services. E.S.E.A. Title I. Final Evaluation Report, 1980-1981.
ED 215 072

Center for Bilingual Multicultural Education Research and Service. Monograph Series, Vol. 1 No. 3.
ED 214 732

Equal Educational Opportunity in Special Education: Legal Mandates and Strategies for Planning, Chapter 766.
ED 214 327

Guidelines for the Development of Programs for Students with Limited English Proficiency under Part 154 of the Regulations of the Commissioner of Education.
ED 214 380

Help for the Reading Teacher: Dealing with Limited English Proficient (LEP) Children in Classroom and Reading Center.
ED 214 158

Horizon: An Overview of Vocational Education and Employment Training Services for Limited-English Proficient Persons in California.
ED 213 983

John Bowne High School Basic Bilingual Program. E.S.E.A. Title VII. Final Evaluation Report, 1980-1981.
ED 215 071

John Jay High School Project Rescate.'' E.S.E.A. Title VII. Final Evaluation Report, 1980-1981.
ED 215 069

Problems and Issues in Educating Bilingual Handicapped Children with Implications for Teacher Education.
ED 214 322

Project Parents: Awareness, Education, Involvement Program. E.S.E.A. Title VII. Final Evaluation Report, 1980-1981..
ED 215 070

William H. Taft High School Project Adelante. E.S.E.A. Title VII. Final Evaluation Report, 1980-1981.
ED 215 068

Limnology
Changing Patterns of Limnology Literature, 1966-1976.
ED 214 770

Linear Algebra
UMAP Modules-Units 203-211, 215-216, 231-232.
ED 214 787

Linguistic Theory
Linguistic Theory and the Study of Legal and Bureaucratic Language. Document Design Project, Technical Report No. 16.
ED 214 372

Linkage Analysis
Evaluation Design Project: School District Organization Study. Annual Report.
ED 214 297

Listening Comprehension
Conversational Processing: The Effects of Themes and Attention-Focusing Strategy on Comprehension, Recall Accuracy, and Uncertainty Reduction.
ED 214 216

Individual Differences in Comprehension of Multiple Episode Stories.
ED 214 136

Managing Questions: Data from Second Language Learners of Swedish.
ED 214 401

Listening Skills
Listening, Study Skills, and Reading: Measuring and Meeting College Freshman Needs in the 1980's.
ED 214 111

Literacy Education
Blue Ridge Technical College Adult Reading Project.
ED 214 145

Ethnographic Research on Word Recognition Strategies of Adult Beginning Readers: Summary Report.
ED 213 990

A Reading and Writing Program Using Language-Experience Methodology Among Adult ESL Students in a Basic Education Program. Administrators/Instructors Manual.
ED 213 914

A Reading and Writing Program Using Language-Experience Methodology Among Adult ESL Students in a Basic Education Program. Volunteer Tutor Manual.
ED 213 915

What Opportunities Are There for Parents to Be Educators? Proceedings of a Research Area Planning Conference (Washington, DC, December 10-11, 1979).
ED 214 643

Literary Criticism
The Critical Analysis of Documentary Evidence: Basic Skills in the History Classroom.
ED 214 813

The Immigrant Experience as Portrayed in American Literature: A Three Dimensional Teaching Model.
ED 214 817

Literary Devices

Static Abstractions and the Teaching of Writing.
ED 214 176

Literature
African and Pacific Literature: A Comparative Study.
ED 215 036

A Cumulative Index for Focus on Asian Studies. Autumn 1971-Spring 1976. Service Center Paper on Asian Studies, No. 12.
ED 214 829

Guided Imagery in the Classroom: An Enhancement to Learning.
ED 214 365

Literature Appreciation
The Study and Teaching of Literature.
ED 214 185

Towards a New Theory of Reading Instruction.
ED 214 157

Literature Reviews
Changing Patterns of Limnology Literature, 1966-1976.
ED 214 770

Class Size. Research on School Effectiveness Project: Topic Summary Report.
ED 214 705

Competency Testing: A Review of the Literature. Evaluation Report.
ED 214 974

Computer-Assisted Instruction. Research on School Effectiveness Project: Topic Summary Report.
ED 214 707

Instructional Grouping: Ability Grouping. Research on School Effectiveness Project: Topic Summary Report.
ED 214 704

Instructional Grouping: Group Size. Research on School Effectiveness Project: Topic Summary Report.
ED 214 703

Native American Education. Topic Summary Report.
ED 214 700

Parent Participation. Research on School Effectiveness Project: Topic Summary Project.
ED 214 701

The Principal as Instructional Leader. Research on School Effectiveness Project: Topic Summary Report.
ED 214 702

Procedures for Research on School Effectiveness Project.
ED 214 699

Reading Research Synthesis: Problems and Challenges.
ED 214 134

Time Factors in Learning. Research on School Effectiveness Project: Topic Summary Report.
ED 214 706

Using Research: A Key to Elementary School Mathematics. 1981 Revision.
ED 214 763

Loan Repayment

College on Credit: A History of United Student Aid Funds; 1960-1980.
ED 214 438//

Lobbying

Education Lobbies in the Pennsylvania State Legislature.
ED 214 251

Support for School Arts Programs. A Sourcebook of Ideas for Promotion of Any School Program. How To Do It.
ED 214 859

Locus of Control

Migratory Status and School Achievement: Analysis of Critical Mediating Variables.
ED 214 721

Teacher Burnout and Perceived Job Security (Dynamics and Implications).
ED 214 867

Logical Thinking

The Child as Scientist.
ED 214 627

Loneliness

Adolescent Loneliness.

ED 214 081

Long Range Planning
Strategic Planning: The Long Range Future of Community Colleges. A Report by the Projections Committee on Accreditation Reaffirmation at the College of the Mainland. Part I.
ED 214 601

Longitudinal Studies
High School and Beyond: A National Longitudinal Study For the 1980's. Sample Design Report.
ED 214 990

A Longitudinal Study of Science Curriculum and Practices in Elementary Schools in 10 States (1970-1980).
ED 214 802

Longshore Industry
Marine and Longshoring Safety. Module SH-21. Safety and Health.
ED 213 855

Los Angeles Community Colleges CA
An Assessment of the Involvement of the LACCD Los Angeles Community College District in Contract Education for Foreign Students: Completed as Part of the Feasibility Study Directed toward the Improvement of Occupational/Technical Education in the San Fernando Valley.
ED 214 603

A Review of Youth Services as a Component of the LACCD: Completed as a Part of the Feasibility Study Directed toward the Improvement of Occupational/Technical Education in the San Fernando Valley.

ED 214 604

Science Education for Women and Minorities in an Urban Community College. Topical Paper Number 75.
ED 214 578

Louise Child Care Center PA
The Louise Child Care Center's Infant/Toddler Research Program: Longitudinal Behavioral Observation of Infants' Responses to Separation and Reunion in the Day Care Environment.
ED 214 628/

Louisiana
Status Assessment: Act 685-Balanced Treatment for Creation-Science and Evolution-Science.
ED 214 781

Louisiana (New Orleans)
A Study of the Attitudes toward Public Education of Inner-City Parents with Children Attending Public Schools.
ED 215 038

Low Achievement
Improving Schools for Low Achieving Children: A System Dynamics Policy Study.
ED 214 243

Low Income
Consumer Education for Families with Limited Incomes. Revised.
ED 213 926

Low Vision Aids
Accessing Resources for School-Age Visually Handicapped Students: A Resource Book. No. 408.
ED 214 346

Designing Audio-Tutorial Map Systems for Blind Children: A Report of Collaborative Research and Development.
ED 214 352

Lutheran Schools
Small Schools: Quality Schools. Five Rooms or Less.'' Information Bulletin 31079.
ED 214 743

Luzerne County Community College PA
Starting a Telecourse Program.
ED 214 565

Machine Tools
Machine and Woodworking Tool Safety. Module SH-24. Safety and Health.
ED 213 858
Safety Guards for Machinery. Module SH-34. Safety and Health.
ED 213 868

Machinists
Working with Equipment. CAP Job Function.
ED 214 011

Maine (Franklin County)
Regional, Rural Home ABE Program Spells Impact.
ED 214 747

Mainstreaming
The Acquisition of Consultation Skills by Means of Two Simulation Techniques for Regular Class Teachers Engaged in Joint Planning of Educational Programs for Learning Disabled Children. Final Performance Report.
ED 214 341
Help for the Reading Teacher: Dealing with Limited English Proficient (LEP) Children in Classroom and Reading Center.
ED 214 158
Implementing Educational Equity Practices in a Field-Based Teacher Education Program: Some Promising Practices.
ED 214 919
Mainstreaming the Hearing-Impaired Teacher.
ED 214 918
Project REACH. A Rural Education Approach in a Consortium for Handicapped: A Comprehensive Service Model. 1980-1981, Final Evaluation Report.
ED 214 718

Majors (Students)
Hierarchical Classification of Vocational Interest Associated with Academic Major Areas.
ED 214 966

Males
Gender Differences in Solving Mathematics Problems among Two-Year College Students in a Developmental Algebra Class and Related Factors.
ED 214 602
The Genitourinary System and Instructor's Guide: The Genitourinary System. Health Occupations Education Module: Instructional Materials in Anatomy and Physiology for Pennsylvania Health Occupations Programs.
ED 213 968
Interactions of Work-Task Dimensions and Sex Differences in Occupational Choices. Research Report.
ED 213 819
Is Aging Stressful?
ED 214 085
When There Are No Children: Two Childless Old Men Respond to Old Age.
ED 214 078

Management Development
Evaluation of a Course for Women in Educational Administration.
ED 214 301
New Approaches for Improving the Managerial Capacity of Post-Secondary Institutions.
ED 214 477
Strategies and Other Predictors for the Upward Career Mobility of Women in School Administration.
ED 214 296

Supporting Innovations in Education: Preparing Administrators, Supervisors and Other Key Personnel. Report of a Technical Working Group Meeting (Seoul, South Korea, September 29-October 11, 1980).
ED 214 229

Training of the School Administrator: State of the Art. An Occasional Paper.
ED 214 253

Management Systems
Management Review of Evaluation Practice.
ED 214 983

Manitoba
1980 Manitoba Community Colleges Follow-Up Survey.
ED 214 553

Manitoba Mathematics Assessment Program 1981
Manitoba Mathematics Assessment Program, 1981. Final Report.
ED 214 801

Manufacturing Industry
The Committee on Production Guidelines for Book Longevity: Interim Report on Book Paper.
ED 214 525

Marketing
Enhancing Basic Skill Levels of Marketing and Distributive Education Students Identified as Disadvantaged A Tutorial Approach. Final Report, July 1, 1980-June 30, 1981.
ED 213 931

Handbook for Marketing and Distributive Education Teacher-Coordinators in Louisiana. Bulletin 1170.
ED 213 939

Marketing and Distributive Education. Community/Work-Based Programs. An Instructor's Guide to Program Strategies. Cooperative Vocational Education; Vocational Work Experience Education; Community Classroom.
ED 213 946

Marketing in Higher Education. AAHE-ERIC/Higher Education Research Report No. 5, 1981.
ED 214 445

Retailing I: A Foundation for Marketing and Distributive Education Curriculum Development.
ED 213 933

Safety and Health for Marketing and Distributive Education. An Instructor Resource Guide.
ED 213 829

Marriage
Cohort Influences in Older Marriages.
ED 214 086

Marriage and the Black Family: What Research Says.
ED 215 030

Marriage Counseling
A Family Counseling Sequence in Counselor Education.

ED 214 040

Maryland
The Employment Situation in Selected Communities on the Lower Eastern Shore of Maryland.
ED 215 012

Maryland Community Colleges: 1981 Program Evaluations.
ED 214 605

Masculinity
Sex Role Orientation and Self-Esteem: A Critical Meta-Analytic Review.
ED 214 032

Sex Role Self-Concept and Depression: A Path-Analytic Approach.
ED 214 034

Mass Media
Support for School Arts Programs. A Sourcebook of Ideas for Promotion of Any School Program. How To Do It.
ED 214 859

Teaching Global Awareness Using the Media. Grades 6-12, Global Awareness Series.
ED 214 839

Massachusetts
Equal Educational Opportunity in Special Education: Legal Mandates and Strategies for Planning, Chapter 766.
ED 214 327

A Massachusetts Guide: Promising Practices in Career Education.
ED 213 951

Massachusetts (East)
Teachers under Duress: Some Effects of Declining Enrollment and District Staffing Policies.
ED 214 245

Masters Programs
The Development of a Phenomenologically Based Therapeutic Graduate Program: A Contribution to Pluralism in Psychology.
ED 214 077

Providing Formal Class Structure On-Site for Rural Teacher Development.
ED 214 727

A Survey of Graduate Programs in Organizational Communication.
ED 214 208

Masters Theses
Guide to Theses and Dissertations in Bilingual Education.
ED 214 384

Mastery Learning
Designing Instruction for Mastery Learning.
ED 214 916

Development of a Junior College CMI Computer-Managed Instruction Reading Instruction Program.
ED 214 613

Mastery Learning Conference (2nd, Chicago, Illinois, May 27-29, 1981). Summary.
ED 214 606

Mastery Learning Developer's Guide. How to Develop Tests and Teaching Materials for all Types of Mastery Learning Students, Especially for Teaching Consumer Education and Basic Competencies to Teenagers and Adults who are Deficient or Reluctant Readers.
ED 214 866

The Project: Education and Social Environment, Rotterdam (The Netherlands). Management Assessment Paper.
ED 215 041

PSI What Are the Critical Elements?
ED 214 502

Mate Selection
Marriage and the Black Family: What Research Says.
ED 215 030

Material Development
Consultant Report for The People's Republic of the Congo (November 5-December 8, 1981): The Results of a Workshop to Develop Nutrition Education Materials.
ED 214 731

Designing Audio-Tutorial Map Systems for Blind Children: A Report of Collaborative Research and Development.
ED 214 352

Development of Safety and Health Instructional Materials. Final Report.
ED 213 827

In-Service Training for Instructors Designed to Build the Necessary Skills Needed to Plan, Develop, and Implement Competency-Based Vocational Education. Final Report (July 1, 1980-June 30, 1981).
ED 213 823

Mastery Learning Developer's Guide. How to Develop Tests and Teaching Materials for all Types of Mastery Learning Students. Especially for Teaching Consumer Education and Basic Competencies to Teenagers and Adults who are Deficient or Reluctant Readers.
ED 214 866

A Prospective Curriculum Using Visual Literacy.
ED 214 520

Thinking Is a Basic Skill: Creating Humanities Materials for the Adult New Reader.
ED 213 822

Materials Handling
Materials Handling. Module SH-01. Safety and Health.
ED 213 835

Mathematical Applications
Conditional Independence in Applied Probability.
ED 214 768

Introduction to Population Modeling.
ED 214 778

Spatial Models of Election Competition.
ED 214 775

Topics in the Theory of Voting.
ED 214 777

UMAP Modules-Units 105, 107-109, 111-112, 158-162.
ED 214 786

UMAP Modules-Units 203-211, 215-216, 231-232.
ED 214 787

UMAP Modules-Units 240-242, 251.
ED 214 788

UMAP Modules-Units 60-62, 67, 68, 70.
ED 214 783

UMAP Modules-Units 71, 72, 73, 74, 75, 81-83, 234.
ED 214 784

UMAP Modules-Units 84-88.
ED 214 785

Mathematical Concepts
Elements of the Theory of Generalized Inverses for Matrices.
ED 214 767

The Navajo Culture and the Learning of Mathematics. Final Report.
ED 214 708

Mathematical Enrichment
Combatting Math Anxiety While Building Basic Skills: There is Time for Both.
ED 214 619

The High School Mathematics Library. Seventh Edition.
ED 214 772//

Mathematics Projects Handbook. Second Edition.
ED 214 773//

Mathematical Formulas
Identifying Different Levels of Understanding Attained by Physics Students. Final Report.
ED 214 755

Standard Error of an Equating by Item Response Theory.
ED 214 947

The Standard Error of Equipercentile Equating.
ED 214 948

Mathematical Models
A Comparison of the One-, the Modified Three-, and the Three-Parameter Item Response Theory Models in the Test Development Item Selection Process.
ED 214 994

Introduction to Population Modeling.
ED 214 778

Spatial Models of Election Competition.
ED 214 775

Test Design Project: Studies in Test Adequacy. Annual Report.
ED 214 944

Mathematics Achievement
Bilingual Pupil Services. E.S.E.A. Title I. Final Evaluation Report, 1980-1981.
ED 215 072

Evaluation Report: ESEA Title I Projects, Fiscal Year 1981.
ED 215 023

Factors Related to Young Women's Persistence and Achievement in Advanced Placement Mathematics.
ED 214 798

Gender Differences in Solving Mathematics Problems among Two-Year College Students in a Developmental Algebra Class and Related Factors.
ED 214 602

Manitoba Mathematics Assessment Program, 1981. Final Report.
ED 214 801

School Maths in Papua New Guinea.
ED 214 780

Title I Elementary and Secondary Act, 1965. Evaluation Reports, 1980-1981.
ED 215 037

Mathematics Anxiety
Combatting Math Anxiety While Building Basic Skills: There is Time for Both.
ED 214 619

Mathematics Contests
Mathematics Contests: A Handbook for Mathematics Educators.
ED 214 793//

Mathematics Curriculum
The Effects of Instruction on Children's Understanding of the Equals'' Sign.
ED 214 765

A Guide to Curriculum Development in Mathematics.
ED 214 800

Mathematics for Georgia Secondary Schools.
ED 214 774

Mathematics for the Middle Grades (5-9). 1982 Yearbook.
ED 214 776//

The P.K. Yonge Basic Mathematics Computation Skills System: A Program of Individualized Instruction with an Emphasis on Discrete Elements of Computation Skills. Research Monograph No. 33.
ED 214 799

School Maths in Papua New Guinea.
ED 214 780

Using Research: A Key to Elementary School Mathematics. 1981 Revision.
ED 214 763

Mathematics Education
A Guide to Curriculum Development in Mathematics.
ED 214 800

Learning and Context: An Interview with A. I. Weinzweig, University of Illinois at Chicago Circle, Chicago, Illinois.
ED 214 758

Manitoba Mathematics Assessment Program, 1981. Final Report.
ED 214 801

Mathematics Contests: A Handbook for Mathematics Educators.
ED 214 793//

Mathematics for the Middle Grades (5-9). 1982 Yearbook.
ED 214 776//

The P.K. Yonge Basic Mathematics Computation Skills System: A Program of Individualized Instruction with an Emphasis on Discrete Elements of Computation Skills. Research Monograph No. 33.
ED 214 799

Mathematics Education Research
The Effects of Instruction on Children's Understanding of the Equals'' Sign.
ED 214 765

Factors Related to Young Women's Persistence and Achievement in Advanced Placement Mathematics.
ED 214 798

A Follow-up Study on Perach Children Two Years After Tutoring.
ED 214 760

Manitoba Mathematics Assessment Program, 1981. Final Report.
ED 214 801

The P.K. Yonge Basic Mathematics Computation Skills System: A Program of Individualized Instruction with an Emphasis on Discrete Elements of Computation Skills. Research Monograph No. 33.
ED 214 799

School Maths in Papua New Guinea.
ED 214 780

Using Research: A Key to Elementary School Mathematics. 1981 Revision.
ED 214 763

Mathematics Instruction

Combatting Math Anxiety While Building Basic Skills: There is Time for Both.
ED 214 619

A Follow-up Study on Perach Children Two Years After Tutoring.
ED 214 760

A Guide to Curriculum Development in Mathematics.
ED 214 800

The High School Mathematics Library. Seventh Edition.
ED 214 772//

Learning and Context: An Interview with A. I. Weinzweig, University of Illinois at Chicago Circle, Chicago, Illinois.
ED 214 758

Mathematics for the Middle Grades (5-9). 1982 Yearbook.
ED 214 776//

Mathematics Projects Handbook. Second Edition.
ED 214 773//

The P.K. Yonge Basic Mathematics Computation Skills System: A Program of Individualized Instruction with an Emphasis on Discrete Elements of Computation Skills. Research Monograph No. 33.
ED 214 799

School Maths in Papua New Guinea.
ED 214 780

UMAP Modules: Final Report 1976-80.
ED 214 771

Using Research: A Key to Elementary School Mathematics. 1981 Revision.
ED 214 763

Mathematics Materials

UMAP Modules: Final Report 1976-80.
ED 214 771

Using Research: A Key to Elementary School Mathematics. 1981 Revision.
ED 214 763

Mathematics Skills
Factors Related to Problem Solving by College Students in Developmental Algebra.
ED 214 614

Faculty-Counselor Collaboration in the Developmental Classroom: A How-To Manual.
ED 214 056

Matrices
Elements of the Theory of Generalized Inverses for Matrices.
ED 214 767

UMAP Modules-Units 105, 107-109, 111-112, 158-162.
ED 214 786

Matrix Operations
Elements of the Theory of Generalized Inverses for Matrices.
ED 214 767

Measurement Objectives
Psychometric Implications of the Unit-of-Analysis Problem'' (With Examples from the Measurement of Organizational Climate). A Study of Schooling in the United States. Technical Report Series, No. 3.
ED 214 873

Measurement Techniques
Defining Writing: Effects of Discourse and Response Mode.
ED 214 168

Evaluation Workshop III: Program and Evaluation Planning. Participant Notebook. New Edition.
ED 214 957

Measuring and Validating the Characteristics of Instructionally Effective Schools in Connecticut.
ED 214 979

The Relationships between Student Retellings and Selected Comprehension Measures.
ED 214 127

Television Viewing Behavior and the Development of Reading Skills:

Survey Evidence.
ED 214 150

The Utility of Predictive Assessment and the World of Work.
ED 214 938

Measures (Individuals)
CAP Self-Inventory Cards.
ED 214 001

Criterion Validity of an Individualised Classroom Environment Questionnaire.
ED 214 961

An Instance of Convergence of Behavioral Assessments and Inventory Measures of Traditionally Defined Traits.
ED 214 042

Internal Construct Validity of the Career Skills Assessment Program.
ED 214 987

Kuder Interest Card Sort: Research Report.
ED 214 963

Orientation to Infant and Toddler Assessment: A User's Guide for the Child Development Assessment Form.
ED 214 675//

Media Effects
Techniques for Testing the Effectiveness of Minority Portrayals in Multi-Cultural Children's Programming.
ED 214 207

What Pictures Can and Can't Do for Children's Story Understanding.
ED 214 664

Media Research
Attitudes toward Motion Pictures among College Students.
ED 214 210

The Motion Picture Audience: A Neglected Aspect of Film Research.
ED 214 211

MPAA Film Ratings and Film Attendance: A Test of Reactance Theory.
ED 214 218

Medicaid
Medicaid Cutbacks on Infant Care. Hearing Before the Subcommittee on Oversight and Investigations and the Subcommittee on Health and Environment of the Committee on Energy and Commerce, House of Representatives, Ninety-Seventh Congress, First Session (July 27, 1981).
ED 214 642

Medical Information Systems
The Dial Access Library for Health Professionals in Wisconsin: An Historical Account.
ED 214 526

Medical Laboratory Assistants
Working with Numbers and Symbols. CAP Job Function.
ED 214 012

Medical Libraries

The Dial Access Library for Health Professionals in Wisconsin: An Historical Account.
ED 214 526

Medical School Faculty
Medical Students and Faculty Perceptions of Importance of Academic Milestones and Markers.
ED 214 467

Medical Schools
Canadian Medical Education Statistics, 1980/81. Statistiques Relatives a l'enseignement Medical au Canada.
ED 214 421

Undergraduate Education in Cancer in the European Region. Report on a UICC/WHO Meeting (Geneva, Switzerland, April 6-8, 1981).
ED 214 425

Medical Services
Health Occupations Curriculum Guide, 1981. Vocational Education Curriculum Guide. Bulletin No. 1635.
ED 213 940

Infectious Diseases and Immunizations. Matrix No. 15.
ED 214 637

Medicaid Cutbacks on Infant Care. Hearing Before the Subcommittee on Oversight and Investigations and the Subcommittee on Health and Environment of the Committee on Energy and Commerce, House of Representatives, Ninety-Seventh Congress, First Session (July 27, 1981).
ED 214 642

A Survey of the Last Decade of Drug Abuse Treatment Research. Appendix: Health Research Forum.
ED 214 639

The White House Conference on Aging: Recommendations of Its Technical Committees and the Possible Congressional Response.
ED 214 055

Medical Students

Canadian Medical Education Statistics, 1980/81 Statistiques Relatives a l'enseignement Medical au Canada.
ED 214 421

Medical Students and Faculty Perceptions of Importance of Academic Milestones and Markers.
ED 214 467

The Organization of Medical Disorders in the Memories of Medical Students and General Practitioners.
ED 214 465

The Prediction of National Board Performance, Medical Specialty, and Location of Residency for a Charter Class.
ED 214 464

Psychosocial Characteristics of Female Medical Students.
ED 214 462

Medical Vocabulary

Health Occupations Curriculum Guide, 1981. Vocational Education Curriculum Guide. Bulletin No. 1635.
ED 213 940

Medical Terminology: Latin Words/Abbreviations; Special Signs and Symbols. Health Occupations Education Module.
ED 213 963

Medical Terminology: Prefixes. Health Occupations Education Module.
ED 213 960

Medical Terminology: Root Words. Health Occupations Education Module.
ED 213 959

Medical Terminology: Suffixes. Health Occupations Education Module.
ED 213 962

Medical Terminology: Using Some Common Prefixes, Suffixes, and Roots. Health Occupations Education Module.
ED 213 961

Memory

The Organization of Medical Disorders in the Memories of Medical Students and General Practitioners.
ED 214 465

Personality and Accuracy of Retrospective Reports of Aging Women.
ED 214 065

Retrospective Reports of Aging Spouses of Past Events in Their Lives Together.
ED 214 064

Retrospective Reports of Important Personal Events by Aging Persons.
ED 214 063

That's What We Enjoyed in the Old Days: Retrospective Reports.
ED 214 066

Verbal Rehearsal Strategies and Metamemory in Learning Disabled Children.
ED 214 354

Mental Disorders

Affirmative Action to Employ Mentally Restored People.
ED 213 912

Charlotte Perkins Gilman's The Yellow Wallpaper'': Women, Society, Sanity.
ED 214 175

Eight Questions Employers Ask About Hiring the Mentally Restored.
ED 213 913

Mental Health

The Correlates of Psychological Well-Being of Urban Elderly Residents of Public Housing.
ED 214 100

Primary Prevention in Mental Health and Social Work: A Sourcebook of Curriculum and Teaching Materials.
ED 214 423

Research on Infancy of Special Relevance for Mental Health. Matrix No. 11A.
ED 214 635

Mental Health Programs

The Indian Family Foundation for the Future. Report of the National Indian Child Conference (3rd, Albuquerque, New Mexico, May 17-21, 1981).
ED 214 733

Path Analytic Frameworks for Behavioral Health Needs Assessment.
ED 214 069

Preventative Mental Health Programs and School Systems: A Review of the Literature.
ED 214 073

A Study on Variables Related to Behavior Patterns of Cultural Adjustment and Mental Health Delivery System Utilization for Korean-American.
ED 215 016

U. T. R. Unit Treatment Rehabilitation Program.
ED 214 600

Mental Retardation

Beyond Coping. Some Approaches to Social Education. Project Report.
ED 213 952

Family Perceptions of Responsibility for Mentally Retarded Children.
ED 214 336

Handicaps and Developmental Disabilities. Matrix No. 10.
ED 214 634

The Mentally Retarded and the Educational System in Denmark.
ED 214 348

Metacognition
Comprehending Procedural Instructions: The Influence of Metacognitive Strategies.
ED 214 130

Nurturing the Roots of Literacy.
ED 214 142

Verbal Rehearsal Strategies and Metamemory in Learning Disabled Children.
ED 214 354

Metaphors
Expressivity in Children's Drawings: A Longitudinal Analysis.
ED 214 676

Meteorology
Using Information about the Environment. CAP Job Function.
ED 214 010

Methods Courses
Survey Results: Preservice Preparation of Teachers of Science at the Elementary, Middle, and Junior High School Levels.
ED 214 804

Methods Teachers
Mirroring Ourselves: Reflections on Social Studies Teacher Education.
ED 214 814

Mexican Americans
Mexican-American and Anglo-American Student Perceptions of the Learning Environment of the Classroom. A Study of Schooling in the United States. Technical Report Series, No. 22.
ED 214 890

Miami Dade Community College FL
Teaching Writing with the Computer as Helper. AACJC Pocket Reader 2.
ED 214 583

Michigan
A Comparative Study to Determine the Relationship between the Existing Practices of Selected Middle Schools and Student Performance on a Standardized Attitudinal Measure.
ED 214 277

Microcomputers
Choosing a Microcomputer for Use as a Teaching Aid.
ED 214 608

Computer Literacy in Higher Education. AAHE-ERIC/Higher Education Research Report No. 6, 1981.
ED 214 446

Computer Literacy: The New Mandate for General Education in the 80's.
ED 214 610

The Use of Small Computers in ARL Libraries. SPEC Kit #77.
ED 214 540

Using Microcomputers for Cognitive Rehabilitation.
ED 214 501

Microscopes
The Microscope: II Care and Use. Health Occupations Education Module.
ED 213 958

The Microscope: I Structure. Health Occupations Education Module.
ED 213 957

Middle Aged Adults
Barriers and Supports in the Job Search: Preliminary Findings from a Survey of Older Job Seekers.
ED 214 074

The Life Cycle: A Suggested Annotated Bibliography of Twentieth-Century American Literature.
ED 213 886

Midlife Women in Continuing Education: A Comparative Study.
ED 213 986

When There Are No Children: Two Childless Old Men Respond to Old Age.
ED 214 078

Middle Schools
Administrative Style and Organizational Climate in Junior High and Middle Schools.
ED 214 289

A Comparative Study to Determine the Relationship between the Existing Practices of Selected Middle Schools and Student Performance on a Standardized Attitudinal Measure.
ED 214 277

A Comparison of the Attitudes of Elementary, Middle and High School Teachers.
ED 214 287

The Current Status of Ohio Middle Schools Implementation of Eighteen Middle School Characteristics.
ED 214 286

A Delphi Study to Determine Needed Middle School Research.
ED 214 281

Developing Effective Middle Schools through Faculty Participation.
ED 214 272

The Emerging Middle School Language Arts Program.
ED 214 278

Evaluation of the BSCS Human Sciences Program.
ED 214 805

Exceptional Students: Exceptional Needs.
ED 214 291

Mathematics for the Middle Grades (5-9). 1982 Yearbook.
ED 214 776

Middle School Research. Selected Studies 1977-1979. Volume II.
ED 214 273

Middle School Research. Selected Studies 1977-1979. Volume III.
ED 214 283

A Model for a Middle School Guidance Program Based on Developmental Tasks of Students.
ED 214 279

Principals' Attitudes about the Characteristics and Functions of the Middle School.
ED 214 276

Sociological Bases of Informal Education: An Ethnographic Study of an Informal Middle School in England.
ED 214 228

The Status of Middle School and Junior High School Science, Volume II: Technical Report.
ED 214 779

A Study of Openness to New Experiences of Middle School Teachers as Compared to Elementary and Secondary Teachers.
ED 214 274

A Study of the Perceptions of Performance Skills of Middle School Principals by Selected Teachers and Principals.
ED 214 288

A Study to Determine the Current Level of Implementation of Eighteen Basic Middle School Principles in the State of Missouri.
ED 214 280

Teacher Response to Gifted Middle School Students.
ED 214 284

Teaching Decimal Math with Calculators.
ED 214 290

Migrant Children
Migrant Education: An Annotated Bibliography.
ED 214 724

Migratory Status and School Achievement: Analysis of Critical Mediating Variables.
ED 214 721

Migrant Education
Evaluation of the 1979-80 Title-I Migrant Tutoring Program.
ED 214 746

Migrant Education: An Annotated Bibliography.
ED 214 724

Oklahoma Annual Migrant Evaluation Report, Title I. 1981.
ED 214 722

Outdoor Education in Georgia.
ED 214 745

Migrant Programs
Migrant Education: An Annotated Bibliography.
ED 214 724

Outdoor Education in Georgia.
ED 214 745

Migrants
Migrant Families in Australia. Working Paper 3.
ED 214 741

Mild Disabilities
Community College Adaptation to Serve the Needs of Mildly Handicapped Teenagers and Young Adults.
ED 214 618

Mild Mental Retardation
Exceptional Students: Exceptional Needs.
ED 214 291

Military Training
Correctional Retraining in the Navy: An Evaluation. Final Report, FY80-81.
ED 213 911

Minicourses
The Compact Course: A Curricular Innovation.
ED 214 395

Minimum Competencies
Alabama Course of Study: Language Arts K-12. Bulletin 1981, No. 21.
ED 214 194

Recommended Oral Communication Competencies (Grades 9-12).
ED 214 219

Minimum Competency Testing
Basic Skills Assessment in South Carolina: How Progressive an Approach to Minimum Competency Testing? National Consortium on Testing Staff Circular No. 8.
ED 214 973

Competency Testing: A Review of the Literature. Evaluation Report.
ED 214 974

Minimal Competency Testing: Local School Development and Implementation in Targeted Areas of the United States.
ED 214 986

Minimum Competency Doesn't Mean Minimum Teaching.
ED 214 104

Minimum Competency Testing Clarification Hearing (July 10th, 1981).
ED 215 002

Minimum Competency Testing Clarification Hearing (July 8th, 1981).
ED 215 000

Minimum Competency Testing Clarification Hearing (July 9th, 1981).
ED 215 001

Who's Keeping Score? A User's Guide to Video Cassettes & Transcript of the Minimal Competency Testing Clarification Hearings .
ED 214 999

Minnesota Teacher Attitude Inventory
A Comparison of the Attitudes of Elementary, Middle and High School Teachers.
ED 214 287

Minority Group Children
Disadvantaged Minorities and the Arts.
ED 215 064

The Effect of Court-Ordered Desegregation on Minority Students' Achievement: There's No Place Like Home.
ED 215 063

Serving Minority Children in Rural Settings: A Personal Perspective.
ED 214 045

Minority Groups
Career Awareness for Health Professions: Design of Early Outreach Programs.
ED 213 988

The Commission on the Higher Education of Minorities. Final Report.
ED 214 457

Counseling the Bilingual Student. Searchlight Plus: Relevant Resources in High Interest Areas, 54 .
ED 214 050

Equal Educational Opportunity in Special Education: Legal Mandates and Strategies for Planning, Chapter 766.
ED 214 327

Horizon: An Overview of Vocational Education and Employment Training Services for Limited-English Proficient Persons in California.
ED 213 985

Limiting Opportunity: Student Race and Curricular Differences in Secondary Vocational Education. A Study of Schooling in the United States. Technical Report Series, No. 28.
ED 214 896

Minorities and Women in Educational Research: Progress Toward Equality. Final Report.
ED 214 836

The Participation of Minorities and Women in Education R&D Leadership and Management: An Annotated Bibliography.
ED 214 433

Planning and Development in The Netherlands: Immigrant Ethnic Minorities in The Netherlands. Vol. XIII, No. 1, 1981.
ED 215 014

Psychotherapy in a Pluralistic Society.
ED 214 046

Miscue Analysis

A Comparative Analysis of Miscues in Content Area Reading.
ED 214 107

The Relationships between Student Retellings and Selected Comprehension Measures.
ED 214 127

Missing Persons

Missing Children. Hearing Before the Subcommittee on Investigations and General Oversight of the Committee on Labor and Human Resources, United States Senate, Ninety-Seventh Congress, First Session (October 6, 1981).
ED 214 671

Missouri

A Study to Determine the Current Level of Implementation of Eighteen Basic Middle School Principles in the State of Missouri.
ED 214 280//

Mnemonics

The Keyword Method and Children's Vocabulary Learning: An Interaction with Vocabulary Knowledge.
ED 214 126

Model Builders Project

Emerging Methodologies for the Evaluation of Arts in the Schools.
ED 214 991

Modeling (Psychology)

Implementing PCRP: Fact or Fiction? Communication Skills.
ED 214 112

Models

Catastrophe Models: Some Illustrations and Potential for Social Impact Assessment.
ED 214 691

A Causal Analysis of Satisfaction, Performance, Work Environment and Leadership in Selected Secondary Schools. A Study of Schooling in the United States. Technical Report Series, No. 31
ED 214 898

Correlating Vocational Education with Labor Market Needs Through the Internship Program. Exemplary Project and Final Report.
ED 213 948

Developing Reading Ability by Using Literature for Values Clarification in Social Studies.

ED 214 819

Early Childhood Development Cultural Considerations Commonalities, Variables, and Local Community Determinants for Program Modules.

ED 214 692

Emerging Methodologies for the Evaluation of Arts in the Schools.

ED 214 991

The Enabler Model of Early Childhood Training and Program Development.

ED 214 663

Energy and the Transformation of a Metropolitan Landscape: Contrasting Contemporary and Future Settlement Geographies.

ED 214 815

Evaluating Student and Program Performance: A Faculty Perspective.

ED 214 992

Evaluation: Past, Present and Future: Phi Delta Kappa Occasional Paper 17.

ED 214 972

Evaluation Workshop V: Progress Evaluation. Team Notebook.

ED 214 959

Framework for Policy Analysis of Alternative Patterns of International Education Dissemination.

ED 214 826

Helping Working Parents: Child Care Options for Business.

ED 214 626

Identifying the Theoretical Foundations of Visual Literacy.

ED 214 519

The Immigrant Experience as Portrayed in American Literature: A Three Dimensional Teaching Model.

ED 214 817

Individualizing Staff Development in Rural School Districts to Enhance Services for All Children, Including the Handicapped.

ED 214 696

Internal Construct Validity of the Career Skills Assessment Program.

ED 214 987

A Model Continuing Education Needs Assessment/Response System in Science and Engineering. Summary Report.

ED 214 790

A Model for a Middle School Guidance Program Based on Developmental Tasks of Students.

ED 214 279//

Modeling the Effects of Reading Lessons on Text Processing.

ED 214 129

A Personnel Exchange Model for Vocational Education, Business, and Industry. Skills/Experience Exchange Program. Project Report.

ED 213 984

Preparing to Teach Economics: Approaches and Resources. Revised and Expanded Edition.

ED 214 837

Problem Solving Instruction for Physics.
ED 214 766

A Prospective Curriculum Using Visual Literacy.
ED 214 520

Readers in the Composition Course: Why They Fail, How We Can Make Them Work.
ED 214 187

Recommended Oral Communication Competencies (Grades 9-12).
ED 214 [illegible]9

Review of Model Specifications.
ED 214 408

Studies in Bilingual Evaluation, Work Unit I: Bilingual Prediction Project. Final Report.
ED 214 954

Toward a Meaningful Model of Written Language Development.
ED 214 174

Towards a New Theory of Reading Instruction.
ED 214 157

Modernization
Development and Modernization of the Basbakanlik Arsiv: Turkey.
ED 214 543

Modules and Monographs in Mathematics
UMAP Modules: Final Report 1976-80.
ED 214 771

Money Management
Survival Skills. Pre-Apprenticeship Phase 2 Training. Instructors Guide
ED 213 905

Monolingualism
Studies in Bilingual Evaluation, Work Unit I: Bilingual Prediction Project. Final Report.
ED 214 954

Moods
Causal Attributions and Normal Mood Variations.
ED 214 043

Phenomenological Patterns of Depressive Moods.
ED 214 052

Moral Development
Hearing How Students Make Meaning'': Listening Through Perry Ears.
ED 214 461

Moral Issues
What Is'' Pro-Family Policy? Proceedings of the Bush Interest Group/Symposium (New Haven, Connecticut, May 18-20, 1981).
ED 214 680

Moral Values
Practice Ethical Behavior. Work Maturity Skills. Competency 4.0.
ED 214 019

Mother Attitudes
The Relationship of Maternal Inputs and SES to Reading Achievement in Black Families.
ED 214 135

Mothers
Medicaid Cutbacks on Infant Care. Hearing Before the Subcommittee on Oversight and Investigations and the Subcommittee on Health and Environment of the Committee on Energy and Commerce, House of Representatives, Ninety-Seventh Congress, First Session (July 27, 1981).
ED 214 642

Mothers' Requests for Clarification and Children's Responses in Past Event Reporting.
ED 214 659

Personality and Accuracy of Retrospective Reports of Aging Women.
ED 214 065

Motion Picture Ratings
MPAA Film Ratings and Film Attendance: A Test of Reactance Theory.
ED 214 218

Motivation
Barriers and Supports in the Job Search: Preliminary Findings from a Survey of Older Job Seekers.
ED 214 074

Correctional Retraining in the Navy: An Evaluation. Final Report, FY80-81.
ED 213 911

Effect of Work Group Size and Task Size on Observers' Job Characteristics Ratings.
ED 214 083

Management Attitudes toward Productivity.
ED 213 922//

Orientation to the World of Work. Instructor Guide.
ED 213 998

Orientation to the World of Work. Program Booklet.
ED 213 999

Workers' Attitudes toward Productivity. A New Survey.
ED 213 921//

Motivation Techniques
Boycott as a Persuasive Tactic in Attempting to Ratify E. R. A.
ED 214 224

Student Motivation in Vocational Education.
ED 213 943

Motor Vehicles
Safe Operation of Commercial Vehicles. Module SH-18. Safety and Health.
ED 213 852

Movement Education
The Art of Movement and Letter Learning.
ED 214 912

Multicampus Colleges
Trends in Enrollment and Degrees Granted, 1948-1980: State University of New York.
ED 214 424

Multicultural Education
Center for Bilingual Multicultural Education Research and Service. Monograph Series, Vol. 1 No. 3.
ED 214 732

Education That is Multicultural: A University's Response.
ED 214 913

Implementing Educational Equity Practices in a Field-Based Teacher Education Program: Some Promising Practices.
ED 214 919

Multicultural Nonsexist Education in Iowa Schools: Home Economics & Industrial Arts.
ED 215 017

The Relationship of Selected Antecedent Variables to Outcomes of Training in Multicultural Education for Pre-service Teachers.
ED 214 923

Teaching Culturally Diverse Students in Vocational Education.
ED 213 942

Toward Educational Equity for All: A Planning Guide for Integrating Multicultural/Nonsexist Education into the K-12 Curriculum.
ED 215 025

Multidimensional Scaling
Development and Psychometric Analyses of Major Scales Utilized in A Study of Schooling. A Study of Schooling in the United States. Technical Report Series, No. 4.
ED 214 874

Multigenerational Relationship
A Multigenerational Perspective on the Task Field of Parents.
ED 214 076

Multiple Choice Tests
Backwash Effects of Language-Testing in Primary and Secondary Education.
ED 214 379

Test Design Project: Studies in Test Adequacy. Annual Report.
ED 214 944

Multiple Disabilities
Project UPSTART. Final Report 1980-1981.
ED 214 342

Resource Allocation and Evaluation Model for Providing Services to the Multiply Handicapped in the Bergen County Special Services School District.
ED 214 335

Muscular System
The Musculoskeletal System and Instructor's Guide: The

Musculoskeletal System. Health Occupations Education Module: Instructional Materials in Anatomy and Physiology for Pennsylvania Health Occupations Programs.
ED 213 965

Music
Values and Music: Some Comparisons Between the U.S. and China and Japan. An Experimental Unit.
ED 214 845

Music Education
School Art/Music Assessment Manual. A Closer Look At Your District's Art/Music Program For Purposes Of Gaining And Maintaining Support For Arts Education.
ED 214 861

Music Teachers
School Art/Music Assessment Manual. A Closer Look At Your District's Art/Music Program For Purposes Of Gaining And Maintaining Support For Arts Education.
ED 214 861

Narration
The Development of Sentences in Japanese Narrative Discourse.
ED 214 376

National Assessment of Educational Progress
The Relationship between Reading Related Background Variables and Comprehension Achievement: A Secondary Analysis of the 1979-80 Reading/Literature Assessment Data.
ED 214 132

The Second Assessment of Art, 1978-79, Released Exercise Set, Supplement.
ED 214 828

National Council for the Social Studies
Undisciplined Social Studies: An Analysis of NCSS Programs, 1976-1980.
ED 214 850

National Day Care Study
Status of Day Care in Canada, 1980: A Review of the Major Findings of the National Day Care Study, 1980.
ED 214 666

National Indian Child Conference 3rd
The Indian Family Foundation for the Future. Report of the National Indian Child Conference (3rd, Albuquerque, New Mexico, May 17-21, 1981).
ED 214 733

National Information Systems
Computer-Based National Information Systems. Technology and Public Policy Issues.
ED 214 500

National Institute Education
Hearings on Reauthorization of the Vocational Education Act of 1963. Part 5: National Institute of Education Study. Hearing Before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-Seventh Congress. First Session on H.R. 66 (October 21, 1981).
ED 213 972

National Institute of Education
The Participation of Minorities and Women in Education R&D Leadership and Management: An Annotated Bibliography.
ED 214 433

National Library Services for the Blind
Summary Proceedings of a Symposium on Educating Librarians and Information Scientists To Provide Information and Library Services to Blind and Physically Handicapped Individuals (San Francisco, California, July 2-4, 1981).
ED 214 504

National Longitudinal Study High School Class 1972
The Cognitive Value of Two-Year Colleges for Whites and Blacks.
ED 214 620

National Middle School Study
Principals' Attitudes about the Characteristics and Functions of the Middle School.
ED 214 276//

National Norms
Profile of American Youth: 1980 Nationwide Administration of the Armed Services Vocational Aptitude Battery.
ED 214 976

National Organizations
A National Documentation and Information Centre of the Kenya National Council for Science and Technology.
ED 214 546

National Programs
International Federation of Library Associations Annual Conference Papers. Collections and Services Division: Interlending, Rare and Precious Books, and Exchange and Acquisition Sections (47th, Leipzig, East Germany, August 17-22, 1981).
ED 214 509

A National Documentation and Information Centre of the Kenya National Council for Science and Technology.
ED 214 546

National Science Foundation
Coordination of NSF Projects in the Area of Continuing Education for Scientists and Engineers.
ED 214 789

National Surveys
Problems of Small, High-Technology Firms. Special Report.
ED 214 795

Public Television and Public Radio Awareness, Viewing and Listening, On-Air Fund Raising, 1981.
ED 214 225

Survey Results: Preservice Preparation of Teachers of Science at the Elementary, Middle, and Junior High School Levels.
ED 214 804

National Symposia for Professionals Evalu Research
Planning for the Evaluation of Teaching. NSPER: 79. A CEDR Center on Evaluation, Development and Research Monograph.
ED 214 967

Nationalism
Global Education. A Study of Schooling in the United States. Technical Report Series, No. 20.
ED 214 889

Native Language Instruction
John Jay High School Project Rescate.'' E.S.E.A. Title VII. Final Evaluation Report, 1980-1981.
ED 215 069

Stereotyped Attitudes toward Various Portuguese Accents. Focus, Number 4.
ED 214 388

Native Speakers
Attitudes Linguistiques: Resultats d'une enquete (Language Attitudes: Results of an Investigation).
ED 214 368

Natural Resources
Teaching Natural Resource Management Through Environmental Education Activities.
ED 214 752

Natural Resources Management
Teaching Natural Resource Management Through Environmental Education Activities.
ED 214 752

Natural Sciences
Evaluation of the BSCS Human Sciences Program.
ED 214 805

Navajo (Nation)
Behavioral Characteristics of Gifted Navajo Students as Correlated with Intellectual Ability and Creativity.
ED 214 713
The Navajo Culture and the Learning of Mathematics. Final Report.
ED 214 708

Navigation
Cape Hatteras Lighthouse, Project CAPE Teaching Module, Publication 3-4a.
ED 214 792

Need Analysis (Student Financial Aid)
The CSS Guide to Implementing Financial Aid Data Processing Systems.
ED 214 478

Need Gratification
Are Neighbors a Viable Support System for the Frail Elderly?
ED 214 070
When There Are No Children: Two Childless Old Men Respond to Old Age.
ED 214 078

Needle Trades
Vocational Education for the Handicapped. Clothing Service Guide.
ED 213 924

Needs Assessment
Coordination of NSF Projects in the Area of Continuing Education for Scientists and Engineers.
ED 214 789
Defensible Educational Goals and Needs-Assessment Strategies. Studies in Evaluation and Decision Making. Work Unit 3: Philosophic Inquiry into Evaluation.
ED 214 949

Drug Abuse Assessment, Program Planning and Resource Development in the Black Community.
ED 214 049

Evaluation Workshop II: Needs Assessment, Preliminary Version. Participant's Notebook and Leader's Manual.
ED 214 956

A Future for Us All. A Resource Guide for Refugee Women's Program Development.
ED 214 405

Implementation and Assessment of a School Staff Development Model for Changing School Climate and Teacher Stress. Revised.
ED 214 868

Implementing Child Checks: A Child Find Procedures Manual.
ED 214 651

Looking at Needs Assessment for Staff Development. A Research Study.
ED 214 903

Marketing in Higher Education. AAHE-ERIC/Higher Education Research Report No. 5, 1981.
ED 214 445

A Model Continuing Education Needs Assessment/Response System in Science and Engineering. Summary Report.
ED 214 790

Path Analytic Frameworks for Behavioral Health Needs Assessment.
ED 214 069

Psychotherapy in a Pluralistic Society.
ED 214 046

Staff Development: A Systematic Process.
ED 214 332

Status of Day Care in Canada, 1980: A Review of the Major Findings of the National Day Care Study, 1980.
ED 214 666

Supervision Manual: Social Studies Program.
ED 214 831

Testing Potential Cost Saving and Controversial Actions: Community, Staff and Student Support.
ED 214 271

Negotiation Agreements

Bargaining: Power, Tactics and Outcomes.
ED 214 420//

A Collective Bargaining Contract Analyzer for Community Colleges.
ED 214 575

Negotiations and the Manager in Public Education. A Sourcebook for School Business Officials, School Board Members and Other School Administrators.
ED 214 230

The Scope of Faculty Collective Bargaining: An Analysis of Faculty Union Agreements at Four-Year Institutions of Higher Education. Contributions to the Study of Education, Number 2.
ED 214 444//

Negotiation Impasses

Negotiations and the Manager in Public Education. A Sourcebook for School Business Officials, School Board Members and Other School Administrators.
ED 214 230

Negotiators
Negotiations and the Manager in Public Education. A Sourcebook for School Business Officials, School Board Members and Other School Administrators.
ED 214 230

Neighborhood Integration
Toward a Strategy for Urban Integration: Lessons in School and Housing Policy from Twelve Cities. A Report to the Ford Foundation.
ED 215 020//

Neighborhoods
Are Neighbors a Viable Support System for the Frail Elderly?
ED 214 070
Citizen Satisfaction with Public Service Delivery: A Comparative Study of Citywide vs. Subarea Analysis.
ED 215 059

Nervous System
The Nervous System and Instructor's Guide: The Nervous System. Health Occupations Education Module: Instructional Materials in Anatomy and Physiology for Pennsylvania Health Occupations Programs.
ED 213 967

Netherlands
Planning and Development in The Netherlands: Immigrant Ethnic Minorities in The Netherlands. Vol. XIII, No. 1, 1981.
ED 215 014

Netherlands (Rotterdam)
The Project: Education and Social Environment, Rotterdam (The Netherlands). Management Assessment Paper.
ED 215 041

The Project Onderwijs en Sociaal Milieu (The Project Education and Social Environment).
ED 215 040

Neurolinguistics
Basic Neurology for the English Teacher: A Selected Bibliography.
ED 214 180
Hemispheric Relationships in Composing: An EEG Study.
ED 214 172

Neurological Impairments
The Analysis of Brain Function A New Approach to the Assessment of Children with Learning Disorders.
ED 214 351
Environmental Effects on Health with Special Emphasis on Neurotoxicology. Matrix No. 16.
ED 214 638
Using Microcomputers for Cognitive Rehabilitation.
ED 214 501

Neurological Organization
The Analysis of Brain Function A New Approach to the Assessment of Children with Learning Disorders.
ED 214 351
Basic Neurology for the English Teacher: A Selected Bibliography.
ED 214 180
Hemispheric Relationships in Composing: An EEG Study.
ED 214 172

Neurology
Basic Neurology for the English Teacher: A Selected Bibliography.
ED 214 180

Neurotoxicology
Environmental Effects on Health with Special Emphasis on Neurotoxicology. Matrix No. 16.
ED 214 638

Nevada (Clark County)
Bienvenido Bilingual Education Project: End of Year Report, Fiscal Year 1981.
ED 215 024

Evaluation Report: ESEA Title I Projects, Fiscal Year 1981.
ED 215 023

New Jersey
New Jersey's Nonpublic Program: Issues and Perspectives.
ED 214 261

New Jersey College Basic Skills Placement Test
Validation of the New Jersey College Basic Skills Placement Test.
ED 214 945

New Right
What Is'' Pro-Family Policy? Proceedings of the Bush Interest Group/Symposium (New Haven, Connecticut, May 18-20, 1981).
ED 214 680

New York
Federal Legislation and Education in New York State.
ED 214 258

Meeting Information Needs of the 80's. Report of the Commissioner's Committee on Statewide Library Development.
ED 214 529

New Part 200 of the Regulations of the Commissioner of Education Effective July 1, 1982.
ED 214 315

New York State Bundy Aid Program, 1969-1981. A Historical Report on New York State Colleges and Universities Receiving State Aid Under Section 6401 of the Education Law.
ED 214 454

The Report and Recommendations of the New York State Special Task Force on Equity and Excellence in Education. Volume Two.
ED 214 268

Report of METRO Task Force to Study NYSILL.
ED 214 506

Report of the Statewide Continuing Library Education Advisory Committee on the Development of a Program to Meet the Educational Needs of New York Continuing Library Education Planners and Administrators.
ED 214 531

New York (Clinton County)
The Message Transferred. A Record of Data Feedback Procedures to Interested Agency Clienteles and County Citizens as Part of the Human Service Agencies' Collaboration in the Delivery of Services and Amenities to Rural Citizens in Clinton County, New York.
ED 214 728

New York (New York)
Going to America, Going to School: The Immigrant-Public School Encounter in Turn-of-the-Century New York City. (A Work in Progress.)
ED 215 060

Report of METRO Task Force to Study NYSILL.
ED 214 506

New York City Board of Education
Follow Through Resource Center: Community School 77. Final Evaluation Report, 1980-1981.
ED 215 021

The Promotional Gates Program: Mid-Year Assessment and Analysis of January, 1982 Test Results. Evaluation Report.
ED 215 011

New York Rural Schools Program NY
Effects of New York State Handicapped Regulations on Small, Rural and Large School Districts. Survey Report.
ED 214 693

Newark Teacher Center NJ
Newark Teacher Center Principals' Survey. Analysis and Report.
ED 214 870

Newspapers
International Federation of Library Associations Annual Conference Papers, Education and Research Division: Editors of Library Journals and Serial Publications Sections (47th, Leipzig, East Germany, August 17-22, 1981).
ED 214 513

Media Education. A Report on the Media Education Conference Jointly Held by the Scottish Film Council, Jordanhill College of Education, and the Scottish Council for Educational Technology (Dowanhill, Glasgow, November 29, 1980).
ED 214 499

Nigeria
A Reference Grammar of the Kanuri Language.
ED 214 369

Noise Abatement
Vibration and Noise Control. Module SH-33. Safety and Health.
ED 213 867

Non English Speaking
Adult Basic Education for Non-English Speakers: A Bibliography.
ED 214 382

Nondiscriminatory Education
Toward Educational Equity for All: A Planning Guide for Integrating Multicultural/Nonsexist Education into the K-12 Curriculum.
ED 215 025

Nonformal Education
Papago Food Production and Nutrition Education Project.
ED 214 735

Towards the Third Cycle of APEID. Final Report. Regional Consultation Meeting on the Asian Programme of Educational Innovation for Development (7th, Bangkok, Thailand, June 1-10, 1981).
ED 214 697

Work Plan of APEID for the Third Programming Cycle, 1982-1986. Regional Consultation Meeting (7th, Bangkok, Thailand, June 1-10, 1981).

ED 214 698

Nongraded Instructional Grouping
Secondary Physical Education Curriculum and Resource Guides. 1980.
ED 214 858

Noninstructional Responsibility
Role Conflict and Accord: The Artist and Humanist in the University.
ED 214 432

Nonmigrants
Migratory Status and School Achievement: Analysis of Critical Mediating Variables.
ED 214 721

Nonprofit Organizations
College on Credit: A History of United Student Aid Funds; 1960-1980.

ED 214 438

Nontraditional Education
Corporate Education: Threat or Opportunity? AAHE-ERIC/Higher Education Research Currents.
ED 214 453

Integrated and Early Childhood Education: Preparation for Social Development. Summary Theme C: Alternatives in Training and Implications for Self-Help.
ED 214 688

The Open University of the United Kingdom. Implementation of Higher Education Reforms.
ED 214 418

Providing Formal Class Structure On-Site for Rural Teacher Development.
ED 214 727

Sociological Bases of Informal Education: An Ethnographic Study of an Informal Middle School in England.
ED 214 228

Nontraditional Occupations
Helping the Nontraditional Student: Counseling, Job Development, and Job Placement.
ED 214 038

Nontraditional Students
Helping the Nontraditional Student: Counseling, Job Development, and Job Placement.
ED 214 038

The Image and Reputation of General College: A Survey of the University Community.
ED 214 475

Nonverbal Communication
A Comparison of the Effects of Sex and Status on the Perceived Appropriateness of Nonverbal Behaviors.
ED 214 222

The Mentally Retarded and the Educational System in Denmark.
ED 214 348

North American English
Oral and Written Communication: An Analysis of Forms and Functions.
ED 214 364

Positive and Negative Politeness Strategies and Their Influence on American and British English Discourse.
ED 214 398

Northern Ireland

Teaching about Conflict: Northern Ireland. Cultural Studies Series, Volume 5.
ED 214 843

Northern Virginia Community College
Student Attrition at the Community College: The Need for Conceptual Clarification.
ED 214 609

Northwest Coast Indians
The Mamook Book: Activities for Learning About the Northwest Coast Indians.
ED 214 720

Northwest Regional Educational Laboratory
The Regional Laboratory Connection. Improving Educational Practices Through Systematic Research and Development. Executive Summary.
ED 214 907

Note Taking
Listening, Study Skills, and Reading: Measuring and Meeting College Freshman Needs in the 1980's.
ED 214 111

Notional Functional Syllabi
The Compact Course: A Curricular Innovation.
ED 214 395

Novelty (Stimulus Dimension)
Relationships between Stimulus-Seeking, School Climate and Self-Reported Deviant Behavior in High Schools.
ED 214 242

Nursery Schools
Preprimary Enrollment 1980.
ED 214 682

Nurses
The Dial Access Library for Health Professionals in Wisconsin: An Historical Account.
ED 214 526

Helping. CAP Job Function.
ED 214 007

Role Preparation of Associate Degree Graduates.
ED 214 616

Nursing Education
An Analysis of the Relationship between the First Semester Grade Point Average and the State Board Nursing Scores of Vermont College Graduates.
ED 214 572

Assisting with Nutritional Needs. Instructor's Guide, Option A, and Option B.
ED 213 821

Role Preparation of Associate Degree Graduates.
ED 214 616

Nutrition
Assisting with Nutritional Needs. Instructor's Guide, Option A, and Option B.
ED 213 821

Chore Services. Course Outline.
ED 213 935

Health Occupations Curriculum Guide, 1981. Vocational Education Curriculum Guide. Bulletin No. 1635.
ED 213 940

Integrated and Early Childhood Education: Preparation for Social Development. Theme A: Relevant Provision for Early Childhood.
ED 214 685

Oklahoma Handbook: Child Nutrition Programs. Revised Edition.
ED 214 670

Nutrition Instruction

Consultant Report for The People's Republic of the Congo (November 5-December 8, 1981): The Results of a Workshop to Develop Nutrition Education Materials.
ED 214 731

Evaluation of the Tennessee Nutrition Education and Training Program. 1981 Final Report.
ED 214 263

Integrated Nutrition Education Junior High.
ED 214 661

Papago Food Production and Nutrition Education Project.
ED 214 735

Objectives

Oklahoma Annual Migrant Evaluation Report, Title I. 1981.
ED 214 722

Observation

An Inter-Observer Reliability Study of the SRI Observation System as Modified for Use in a Study of Schooling. A Study of Schooling in the United States. Technical Report Series, No. 27
ED 214 895

Obstetrics

Being Well Born: Preventive Health Practices in Pregnancy and Delivery. Matrix No. 6.
ED 214 631

Occupational Aspiration

Career and Education Patterns of Rural Women.
ED 214 725

Effects of Postsecondary Experiences on Aspirations, Attitudes, and Self-Conceptions.
ED 214 430

Interactions of Work-Task Dimensions and Sex Differences in Occupational Choices. Research Report.
ED 213 819

Occupational Home Economics

Vocational Education for the Handicapped. Clothing Service Guide.
ED 213 924

Vocational Education for the Handicapped. Food Service Guide.
ED 213 925

Occupational Information

Advising. CAP Job Function.

ED 214 003

Arranging. CAP Job Function.
ED 214 004

Building and Making. CAP Job Function.
ED 214 005

Career Demands and Student Ability at an Undergraduate Professional School: An Examination and Recommendations Based on the Perry Scheme of Development. Revised.
ED 214 429

Community College Career Alternatives Handbook.
ED 214 588

The Development of Standards to Ensure the Competency of Physician Assistants. Volume II of V: Role Delineation for the Physician Assistant. Final Report, July 1, 1976-August 14, 1979.
ED 213 917

The Development of Standards to Ensure the Competency of Physician Assistants. Volume I of V: Summary Report. Final Report, July 1, 1976-August 14, 1979.
ED 213 916

Doing Clerical Work. CAP Job Function.
ED 214 006

Handle the Job Offer. Job Search. Competency 5.0.
ED 214 029

Health Careers Exploration for the Handicapped. A Guide for Counselors and Teachers.
ED 213 825

Helping. CAP Job Function.
ED 214 007

Maintaining and Repairing. CAP Job Function.
ED 214 008

Prepare for the Job Search. Job Search. Competency 1.0.
ED 214 025

Thinking in Pictures. CAP Job Function.
ED 214 009

Using Information about the Environment. CAP Job Function.
ED 214 010

A Wage and Salary Program Based on Position Evaluations for Administrative and Supervisory Personnel.
ED 214 231

Working with Equipment. CAP Job Function.
ED 214 011

Working with Numbers and Symbols. CAP Job Function.
ED 214 012

Occupational Mobility

Women's Problems: Immobility and Professional Growth.
ED 214 035

Occupational Safety and Health

Agribusiness Safety. Module SH-15. Safety and Health.

ED 213 849
Agricultural Chemical and Pesticide Hazards. Module SH-50. Safety and Health.

ED 213 884
Business and Office Safety. Module SH-11. Safety and Health.

ED 213 845
Chemical Hazards and Waste Disposal Safety and Health. Module SH-46. Safety and Health.

ED 213 880
Coast Guard Regulations Applied to Offshore Drilling. Module SH-45. Safety and Health.

ED 213 879
Development of Safety and Health Instructional Materials. Final Report.

ED 213 827
Electrical Power Transmission and Distribution Safety. Module SH-40. Safety and Health.

ED 213 874
Establishing a Company Safety and Health Program. Module SH-49. Safety and Health.

ED 213 883
Excavating, Trenching, and Shoring Safety. Module SH-38. Safety and Health.

ED 213 872
Exhaust, Dust Collection and Ventilation Systems. Module SH-44. Safety and Health.

ED 213 878
Fire Prevention and Emergency Procedures. Module SH-05. Safety and Health.

ED 213 839
First Response to Medical Emergencies. Module SH-04. Safety and Health.

ED 213 838
Fundamentals of Electrical Safety. Module SH-03. Safety and Health.

ED 213 837
Hazardous Materials Safety. Module SH-29. Safety and Health.

ED 213 863
Industrial Sanitation and Personal Facilities. Module SH-13. Safety and Health.

ED 213 847
Ionizing and Nonionizing Radiation Protection. Module SH-35. Safety and Health.

ED 213 869
Machine and Woodworking Tool Safety. Module SH-24. Safety and Health.

ED 213 858
Material Hoist Safety. Module SH-16. Safety and Health.

ED 213 850
Materials Handling. Module SH-01. Safety and Health.

ED 213 835
Mechanized Off-Road Equipment Safety. Module SH-17. Safety and Health.

ED 213 851
Overcurrent and Electrical Shock Protection. Module SH-31. Safety and Health.

ED 213 865
Personal Protective Equipment. Module SH-12. Safety and Health.

ED 213 846
Precautions for Explosive Materials. Module SH-20. Safety and Health.

ED 213 854
Recognizing Job Health Hazards. Module SH-08. Safety and Health.

ED 213 842
Recognizing Job Safety Hazards. Module SH-09. Safety and Health.

ED 213 843
Safe Handling and Use of Flammable and Combustible Materials. Module SH-30. Safety and Health.

ED 213 864
Safe Operation of Commercial Vehicles. Module SH-18. Safety and Health.

ED 213 852
Safety and Concrete, Forms, and Shoring. Module SH-37. Safety and Health.

ED 213 871
Safety and Health for Agriculture and Agribusiness Operations. An Instructor Resource Guide.

ED 213 828
Safety and Health for Allied Health Occupations. An Instructor Resource Guide.

ED 213 830
Safety and Health for Business and Office Education. An Instructor Resource Guide.

ED 213 831
Safety and Health for Marketing and Distributive Education. An Instructor Resource Guide.

ED 213 829
Safety and Health for Technical Education. An Instructor Resource Guide.

ED 213 833
Safety and Health for Trade and Industrial Education. An Instructor Resource Guide.

ED 213 834
Safety and Health for Vocational Home Economics Education. An Instructor Resource Guide.

ED 213 832
Safety and Health in Vocational Education. Module SH-47. Safety and Health.

ED 213 881
Safety Features for Floor and Wall Openings and Stairways. Module

SH-36. Safety and Health.
ED 213 870

Safety Features of Material and Personnel Movement Devices. Module SH-25. Safety and Health.
ED 213 859

Safety Guards for Machinery. Module SH-34. Safety and Health.
ED 213 868

Safety in Elevators and Grain Handling Facilities. Module SH-27. Safety and Health.
ED 213 861

Safety Practices for Commercial Diving. Module SH-43. Safety and Health.
ED 213 877

Safety Practices for Demolition Procedures. Module SH-41. Safety and Health.
ED 213 875

Safety Signs, Tags, and Color Codes. Module SH-07. Safety and Health.
ED 213 841

Safety with Hand and Portable Power Tools. Module SH-14. Safety and Health.
ED 213 853

Steel Erection Safety. Module SH-39. Safety and Health.
ED 213 873

Structural Egress and Emergency Procedures. Module SH-10. Safety and Health.
ED 213 844

Walking and Working Surfaces. Module SH-06. Safety and Health.
ED 213 840

Warehousing Storage and Retrieval Safety. Module SH-23. Safety and Health.
ED 213 857

Welding, Cutting and Brazing Safety. Module SH-28. Safety and Health.
ED 213 862

Occupational Safety and Health Act 1970

OSHA Training Programs. Module SH-48. Safety and Health.
ED 213 882

The Role of OSHA in Safety and Health. Module SH-02. Safety and Health.
ED 213 836

Odyssey House

When Prohibition Works: Alternatives to Violence in the Odyssey House Youth Program and in the Family.
ED 214 054

Off the Job Training

Proven Partners: Business, Labor, and Community Colleges. AACJC Pocket Reader 1.
ED 214 582

Office Occupations Education

Business/Office Occupations Data Processing Data Processing Concepts, Data Entry Operator, Computer Operator, Computer Programmer, Systems Analyst.
ED 213 945

Competency-Based Business Education (Grade Levels 9-12). Vocational Education Curriculum Guide. Bulletin 1662.
ED 213 937

Safety and Health for Business and Office Education. An Instructor Resource Guide.
ED 213 831

A Study of the Requirements and Business Training Procedures for Word Processing Personnel with Implications for Word Processing Curriculum Development in Two-Year Postsecondary Institutions.
ED 213 987

Offices (Facilities)
Business and Office Safety. Module SH-11. Safety and Health.
ED 213 845

Official Languages
Bilinguisme et traduction au Canada. Role sociolinguistique du traducteur. (Bilingualism and Translation in Canada. The Sociolinguistic Role of the Translator).
ED 214 385

Offshore Drilling
Coast Guard Regulations Applied to Offshore Drilling. Module SH-45. Safety and Health.
ED 213 879

Ohio
The Current Status of Ohio Middle Schools Implementation of Eighteen Middle School Characteristics.
ED 214 286//

An Ecological Study of Crime in Rural Ohio.
ED 214 717

Statewide Coordination in Technology Transfer.
ED 214 555

Ohio (Cleveland)
Title I Elementary and Secondary Act, 1965. Evaluation Reports, 1980-1981.
ED 215 037

Ohio Technology Transfer Organization
Statewide Coordination in Technology Transfer.
ED 214 555

Ohio Vocational Education Achievement Test Program
A Study of the Construct Validity of Six Vocational Achievement Tests in the Ohio Vocational Education Achievement Test Program.
ED 213 930

Oklahoma
Native Americans in Oklahoma, K-6.
ED 214 723

Oklahoma Annual Migrant Evaluation Report, Title I. 1981.
ED 214 722

Oklahoma Handbook: Child Nutrition Programs. Revised Edition.
ED 214 670

Older Adults
Are Neighbors a Viable Support System for the Frail Elderly?
ED 214 070
Back to a Basic in Lifelong Learning: Personal and Small Group Problem Solving.
ED 214 221
Cohort Influences in Older Marriages.
ED 214 086
The Correlates of Psychological Well-Being of Urban Elderly Residents of Public Housing.
ED 214 100
Determinants of Service Expansion in Local Communities: Organizational Needs or Needs of the Elderly?
ED 214 079
The Graying of the College Classroom: Impact of Older People as Peers in the Classroom on Attitudes and on Performance of Undergraduates.
ED 213 885
Is Aging Stressful?
ED 214 085
The Life Cycle: A Suggested Annotated Bibliography of Twentieth-Century American Literature.
ED 213 886
Older Persons in Small Business Project: Final Report.
ED 214 596
A Partnership of Caring: A Blueprint for Social Action.
ED 214 082
Personality and Accuracy of Retrospective Reports of Aging Women.
ED 214 065
Reminiscence and Its Relationship to the Psychological Adjustment of the Elderly.
ED 214 053
Retirement Satisfaction: Is There a Young/Old Old/Old Difference?
ED 214 051
Retrospective Reports of Aging Spouses of Past Events in Their Lives Together.
ED 214 064
Retrospective Reports of Important Personal Events by Aging Persons.
ED 214 063
Skyline Older Adult Program: A Developing Concept.
ED 214 622
That's What We Enjoyed in the Old Days: Retrospective Reports.
ED 214 066
When There Are No Children: Two Childless Old Men Respond to Old Age.
ED 214 078

The White House Conference on Aging: Recommendations of Its Technical Committees and the Possible Congressional Response.
ED 214 055
On the Job Training
Proven Partners: Business, Labor, and Community Colleges. AACJC Pocket Reader 1.
ED 214 582
Oncology
Undergraduate Education in Cancer in the European Region. Report on a UICC/WHO Meeting (Geneva, Switzerland, April 6-8, 1981).
ED 214 425

One Parameter Model
A Comparison of the One-, the Modified Three-, and the Three-Parameter Item Response Theory Models in the Test Development Item Selection Process.
ED 214 994

One Parent Family
Trends in Divorce and Effects on Children.
ED 214 630

Online Systems
Fees for Service. SPEC Kit #74.
ED 214 534

International Federation of Library Associations Annual Conference Papers. Education and Research Division: Editors of Library Journals and Serial Publications Sections (47th, Leipzig, East Germany, August 17-22, 1981).
ED 214 513

International Federation of Library Associations Annual Conference Papers. General Research Libraries Division: Parliamentary Libraries and National Libraries Sections (47th, Leipzig, East Germany, August 17-22, 1981).
ED 214 510

Online Bibliographic Search Services. SPEC Kit No. 76.
ED 214 536

Specifications for a Computerized Library Circulation Management Data and On-Line Catalog System.
ED 214 494

Ontario
Bilingual Education in Ontario: A Decade of Research.
ED 214 363

Revenue and Expenses of Ontario Universities, 1980-81. Volume II Affiliated and Federated Colleges and Universities.
ED 214 414

Revenue and Expenses of Ontario Universities, 1980-81. Volume III Operating Fund Net Change in Appropriated Reserves and Unappropriated Funds.
ED 214 415

Revenue and Expenses of Ontario Universities, 1980-81. Volume I Universities.
ED 214 413

Revenue and Expenses of Ontario Universities, 1980-81. Volume IV Physical Plant Operating Expenses.
ED 214 416

Ontario (Toronto)
The Grade Nine Student Survey: Fall 1980.
ED 214 965

Open Universities
The Image and Reputation of General College: A Survey of the University Community.
ED 214 475

Open University (Great Britain)
The Open University of the United Kingdom. Implementation of Higher Education Reforms.
ED 214 418

Operating Expenses
Revenue and Expenses of Ontario Universities, 1980-81. Volume II Affiliated and Federated Colleges and Universities.
ED 214 414

Revenue and Expenses of Ontario Universities, 1980-81. Volume III Operating Fund Net Change in Appropriated Reserves and Unappropriated Funds.
ED 214 415

Revenue and Expenses of Ontario Universities, 1980-81. Volume I Universities.
ED 214 413

Revenue and Expenses of Ontario Universities, 1980-81. Volume IV Physical Plant Operating Expenses.
ED 214 416

Oral Language
Improving Oral Language Skills for American Indian Secondary School Students.
ED 214 191

Speech Research: A Report on the Status and Progress of Studies on the Nature of Speech, Instrumentation for Its Investigation, and Practical Applications, January 1-March 31, 1982.
ED 214 226

Toward a Meaningful Model of Written Language Development.
ED 214 174

Young Children's Drawings as Related to Basic Communication Skills. Research Monograph No. 31.
ED 214 653

Oral Speech Mechanism Screening Examination
The Oral Speech Mechanism Screening Examination (OSMSE).
ED 214 975

Oregon
Elementary School Guidance and Counseling: Suggested Guidelines for

School Districts.
ED 214 080

A Report on the Oregon Consortium for Student Success.
ED 214 585

Oregon Consortium for Student Success
A Report on the Oregon Consortium for Student Success.
ED 214 585

Organization
Choosing Your Partner: Interorganizational Issues in International Education.
ED 214 378

Comparison of Effects of Different Forms of Presentation on the Recall and Retrieval of Information.
ED 214 148

Organizational Strategies to Increase Content Area Learning: Webbing, Pyramiding, and Think Sheets.
ED 214 139

The Organization of Reports of Scientific Experiments.
ED 214 190

Organizational Climate

Administrative Style and Organizational Climate in Junior High and Middle Schools.
ED 214 289//

Personal Dimensions of Increasing State Influence.
ED 214 485

Organizational Communication

Case Studies of Three Urban University-School Collaboratives Mandated for the Improvement of Educational Practice. Executive Summary.
ED 215 046

Case Studies of Three Urban University-School Collaboratives Mandated for the Improvement of Educational Practice. Volume I, Final Report. Revised.
ED 215 044

Case Studies of Three Urban University-School Collaboratives Mandated for the Improvement of Educational Practice. Volume II, Final Report.
ED 215 045

The Message Transferred. A Record of Data Feedback Procedures to Interested Agency Clienteles and County Citizens as Part of the Human Service Agencies' Collaboration in the Delivery of Services and Amenities to Rural Citizens in Clinton County, New York.
ED 214 728

The Regional Laboratory Connection. Improving Educational Practices Through Systematic Research and Development.
ED 214 908

A Survey of Graduate Programs in Organizational Communication.
ED 214 208

Organizational Development

Organization Development: Change Strategies. New Directions for Community Colleges, Number 37.
ED 214 594

Organizational Effectiveness

A Causal Analysis of Satisfaction, Performance, Work Environment and Leadership in Selected Secondary Schools. A Study of Schooling in the United States. Technical Report Series, No. 31
ED 214 898

Improving Schools for Low Achieving Children: A System Dynamics Policy Study.
ED 214 243

Missing Children. Hearing Before the Subcommittee on Investigations and General Oversight of the Committee on Labor and Human Resources, United States Senate, Ninety-Seventh Congress, First Session (October 6, 1981).
ED 214 671

Organization Development: Change Strategies. New Directions for Community Colleges, Number 37.
ED 214 594

The Regional Laboratory Connection. Improving Educational Practices Through Systematic Research and Development.
ED 214 908

U.S. Hispanic Materials and the Library of Congress, 1960-1980.
ED 214 716

Organizational Objectives

Community College Goals Inventory (CCGI).
ED 214 612

A National Documentation and Information Centre of the Kenya National Council for Science and Technology.
ED 214 546

The Regional Laboratory Connection. Improving Educational Practices Through Systematic Research and Development.
ED 214 908

The Regional Laboratory Connection. Improving Educational Practices Through Systematic Research and Development. Executive Summary.
ED 214 907

Organizational Theories

Rational Budgeting? The Stanford Case.
ED 214 468

What is the Problem of Retrenchment in Higher Education?
ED 214 471

Organizations (Groups)

Emergencies and Problems: A Procedures Manual for Trinity University Library.
ED 214 527

Proceedings: National Meeting of Learning Disabled Adults (1st, April 30, 1980).
ED 214 339

Reflections on a Visit to the Union of the Blind of Croatia, Zagreb, Yugoslavia.
ED 214 334

Orientation

Intake: Alternatives for Facilitating Participant Entry. An Action Planning Guidebook.
ED 213 992

Job Search Program Guide.
ED 214 024

Orientation to the World of Work Program

Orientation to the World of Work. Instructor Guide.
ED 213 998

Orientation to the World of Work. Program Booklet.
ED 213 999

Outcomes of Education

An Assessment of a Community College Reentry Program for Women.
ED 214 557

Assessment of Adult Basic Education Program Impact.
ED 213 947

Class Size. Research on School Effectiveness Project: Topic Summary Report.
ED 214 705

The Effects of Divorce: Outcome of a Preschool Intervention Program.
ED 214 667

Effects of Postsecondary Experiences on Aspirations, Attitudes, and Self-Conceptions.
ED 214 430

Going to America, Going to School: The Immigrant-Public School Encounter in Turn-of-the-Century New York City. (A Work in Progress.)
ED 215 060

The Meaning and Measurement of Quality in the Undergraduate Experience.
ED 214 469

Public and Private Schools. An Analysis of High School and Beyond: A National Longitudinal Study for the 1980's.
ED 214 314

Time Factors in Learning. Research on School Effectiveness Project: Topic Summary Report.
ED 214 706

1980 Manitoba Community Colleges Follow-Up Survey.
ED 214 553

Outdoor Education

An Approach to Inservice Education to Promote Outdoor Education as a Teaching Method in the Elementary School.
ED 214 740

Outdoor Education: A Unique Experience for Student Teachers at U.N.B.'s Faculty of Education.
ED 214 739

Outdoor Education in Georgia.
ED 214 745

A Survey Review of Studies on Specific Aspects of Teaching Outdoor Education.
ED 214 738

Outreach Programs

Career Awareness for Health Professions: Design of Early Outreach Programs.
ED 213 988

Center for Small Business Annual Report.
ED 214 595

Readjustment Counseling Programs for Vietnam Veterans. Hearing Before the Subcommittee on Hospitals and Health Care of the Committee on Veterans' Affairs, House of Representatives, Ninety-Seventh Congress, First Session. Parts I and II.
ED 214 482

Transactive Planning as a Principia Media in Rural Planning Education.
ED 214 729

Pacific Americans

Asian Pacific American Research Seminars. Final Report, 1979-1981.
ED 215 043

Pacific Islands

African and Pacific Literature: A Comparative Study.
ED 215 036

Pacing
PSI What Are the Critical Elements?
ED 214 502

Painting (Industrial Arts)
Building and Making. CAP Job Function.
ED 214 005

Painting. Pre-Apprenticeship Phase 2 Training. Instructor's Guide.
ED 213 887

Painting. Pre-Apprenticeship Phase 2 Training. Student Training Modules.
ED 213 888

Pantomime
Releasing the Remedial Reader's Creative Power.
ED 214 141

Papago (Tribe)
Papago Food Production and Nutrition Education Project.
ED 214 735

Paper (Material)
The Committee on Production Guidelines for Book Longevity: Interim Report on Book Paper.
ED 214 525

Paraprofessional Personnel
International Federation of Library Associations Annual Conference Papers. Education and Research Division: Library Schools and Other Training Aspects, and Round Table on Library History Sections (47th, Leipzig, East Germany, August 17-22, 1981).
ED 214 512

A Study of Volunteers in Drug Abuse Programs. Treatment Research Report.
ED 214 048

Parent Advisory Councils
P.A.C. Planner's Workbook. E.S.E.A. Title I. Revised.
ED 215 066

Parent Associations
P.A.C. Planner's Workbook. E.S.E.A. Title I. Revised.
ED 215 066

Parent Attitudes
The Effects of Training on the Attitudes of Parents and Caregivers After a Title XX Course on 'Working with Parents'.
ED 214 650

Global Education. A Study of Schooling in the United States. Technical Report Series, No. 20.
ED 214 889

Parents and Teachers Strategies for Improving and Coordinating Support Systems for Hearing-Impaired Students.
ED 214 324

Parents and Their Children: A Study of Congruence on Attitudes About School. A Study of Schooling in the United States. Technical Report Series, No. 13.
ED 214 883

Perceived Communication and Training Needs of Parents and School Professionals.
ED 214 329

A Study of the Attitudes toward Public Education of Inner-City Parents with Children Attending Public Schools.
ED 215 038

Variety and Intensity of School-Related Problems as Perceived by Teachers, Parents and Students. A Study of Schooling in the United States. Technical Report Series, No. 17.
ED 214 887

Parent Background

In Search of the Silken Purse: Factors in Attrition among First-Generation Students. Revised.
ED 214 431

Parent Child Relationship

Adolescent Mental Health: Delinquency. Matrix No. 8.
ED 214 633

Deaf-Blind Babies in Social Interaction: Questions of Maternal Adaptation.
ED 214 349

A Historical Perspective on the Treatment of Incest.
ED 214 041

How to Grow a Happy Reader: Report on a Study of Parental Involvement As It Relates to a Child's Attitudes and Achievement in the Acquisition of Reading Skills. Research Monograph No. 27.
ED 214 124

A Multigenerational Perspective on the Task Field of Parents.
ED 214 076

Personality and Accuracy of Retrospective Reports of Aging Women.
ED 214 065

Trends in Divorce and Effects on Children.
ED 214 630

Parent Counseling

Parents and Teachers Strategies for Improving and Coordinating Support Systems for Hearing-Impaired Students.
ED 214 324

Parent Education

Project Parents: Awareness, Education, Involvement Program. E.S.E.A. Title VII. Final Evaluation Report, 1980-1981.
ED 215 070

Parent Financial Contribution

University of Minnesota Undergraduate Student Financing, 1980-81: A Study of Expenses and Sources.
ED 214 474

Parent Influence

The Condition of Child Abuse/Neglect as an Environmental Influence on Early Childhood Development.
ED 214 646

Integrated and Early Childhood Education: Preparation for Social Development. Theme A: Relevant Provision for Early Childhood.
ED 214 687

The Relationship of Maternal Inputs and SES to Reading Achievement in Black Families.
ED 214 135

Parent Participation

How to Grow a Happy Reader: Report on a Study of Parental Involvement As It Relates to a Child's Attitudes and Achievement in the Acquisition of Reading Skills. Research Monograph No. 27.
ED 214 124

Integrated and Early Childhood Education: Preparation for Social Development. Theme B: Home and School - Contrasting Cultures.
ED 214 686

P.A.C. Planner's Workbook. E.S.E.A. Title I. Revised.
ED 215 066

Project Parents: Awareness, Education, Involvement Program. E.S.E.A. Title VII. Final Evaluation Report, 1980-1981.
ED 215 070

Parent Resources

Manual Para Padres: de los Ninos Incapacitados Pre-escolares (A Handbook for Parents of Pre School Handicapped Children).
ED 214 360

Parent Role
Manual Para Padres: de los Ninos Incapacitados Pre-escolares (A Handbook for Parents of Pre School Handicapped Children).
ED 214 360

One Step at a Time.
ED 214 333

The Social Construction of Reading Lessons: Insights into Social Reproduction.
ED 214 149

What Opportunities Are There for Parents to Be Educators? Proceedings of a Research Area Planning Conference (Washington, DC, December 10-11, 1979).
ED 214 643

Parent School Relationship
P.A.C. Planner's Workbook. E.S.E.A. Title I. Revised.
ED 215 066

Parents and Their Children: A Study of Congruence on Attitudes About School. A Study of Schooling in the United States. Technical Report Series, No. 13.
ED 214 883

The Project: Education and Social Environment, Rotterdam (The Netherlands). Management Assessment Paper.
ED 215 041

Project Parents: Awareness, Education, Involvement Program. E.S.E.A. Title VII. Final Evaluation Report, 1980-1981.
ED 215 070

Parent Student Relationship
Parent Participation. Research on School Effectiveness Project: Topic Summary Project.
ED 214 701

Parents and Their Children: A Study of Congruence on Attitudes About School. A Study of Schooling in the United States. Technical Report Series, No. 13.
ED 214 883

Parenthood Education
Family Relationships and Parenting Education: With Special Emphasis on Parenting. Instructor Material.
ED 214 088

Parents
Fact Sheets from the ERIC Clearinghouse on Handicapped and Gifted Children, 1981.
ED 214 320

Parochial Schools
Small Schools: Quality Schools. Five Rooms or Less.'' Information Bulletin 31079.
ED 214 743

Partial Vision
Accessing Resources for School-Age Visually Handicapped Students: A Resource Book. No. 408.
ED 214 346

Designing Audio-Tutorial Map Systems for Blind Children: A Report of Collaborative Research and Development.
ED 214 352

Participant Characteristics
Assessment of Adult Basic Education Program Impact.
ED 213 947

Participant Satisfaction
Assessment of Adult Basic Education Program Impact.
ED 213 947

High School Preparation as Viewed by Academically Underprepared College Students.
ED 214 580

Project T.E.A.C.H.: An Evaluative Study.
ED 214 920

Technical Status Report on Staff Development. Final Report.
ED 214 863

Participation
The Impact of Minority Presence in Girl Scouting on White and Minority Communities. Executive Summary.
ED 215 015

Title I, Today: A Factbook. A Descriptive Summary of Title I (Financial Assistance to Meet Special Educational Needs of Children) of the Elementary and Secondary Education Act.
ED 215 042

Participative Decision Making
Teachers under Duress: Some Effects of Declining Enrollment and District Staffing Policies.
ED 214 245

Partnership for Rural Improvement
Transactions Among Partners.
ED 214 730

Patients
A Survey of the Last Decade of Drug Abuse Treatment Research. Appendix: Health Research Forum.
ED 214 639

Peace Corps
Peace Corps in Special Education and Rehabilitation. Case Study CS-2. Appropriate Technologies for Development
ED 214 340

Peer Acceptance
A Cooperative Integration (Mainstreaming) Program between Millbrae Elementary School District and San Mateo County Office of Education's Classes for the Deaf and Severely Hard of Hearing Program. Results of a Two Year Study. 1979-1981.
ED 214 357

Peer Counseling

Readjustment Counseling Programs for Vietnam Veterans. Hearing Before the Subcommittee on Hospitals and Health Care of the Committee on Veterans' Affairs, House of Representatives, Ninety-Seventh Congress, First Session. Parts I and II.
ED 214 482

Peer Evaluation
Weaving the Web of Meaning: Interaction Patterns in Peer-Response Groups.
ED 214 202

Peer Groups
Peers' Requests and Responses in Third-Grade Reading Groups.
ED 214 119

Weaving the Web of Meaning: Interaction Patterns in Peer-Response Groups.
ED 214 202

Peer Influence
Reciprocity in Preschool Peers' Social Interaction.
ED 214 644

School Culture and Academic Achievement: A Cross-gender, Cross-cultural Study.
ED 214 307

Peer Relationship
Adolescent Loneliness.
ED 214 081

The Effective Teacher. Position Paper.
ED 214 865

Expectation States Theory and Classroom Learning.
ED 214 750

Sex Roles and Statuses in Peer Interactions in Elementary Schools.
ED 214 677

Pennsylvania
Population Change and Community Services: The Case of the Public Schools. Staff Paper Series #28.
ED 214 715

Recommendations for Relief from Burdensome State Mandates.
ED 214 238

Pennsylvania Association of School Administrators
Education Lobbies in the Pennsylvania State Legislature.
ED 214 251

Implementing PCRP: Fact or Fiction? Communication Skills.
ED 214 112

Pennsylvania Educational Quality Assessment
Examining Self-Esteem Needs in School Programs Through Item Analysis.
ED 214 993

Pennsylvania State Education Association
Education Lobbies in the Pennsylvania State Legislature.
ED 214 251

PEOPEL Program

Physical Education Opportunity Program for Exceptional Learners (PEOPEL): An Administrative Guide for Secondary Schools. Third Edition.
ED 214 317

Perach Tutorial Project
A Follow-up Study on Perach Children Two Years After Tutoring.
ED 214 760

Perception
Field Dependence-Independence and Psychological Differentiation: Bibliography with Index. Supplement No. 5.
ED 214 977

Gestalt Therapy: Its Inheritance from Gestalt Psychology.
ED 214 061
Television Advertising and Children: Issues, Research and Findings.
ED 214 645

Performance
Causal Attributions and Normal Mood Variations.
ED 214 043
Manitoba Mathematics Assessment Program, 1981. Final Report.
ED 214 801
Toward Competency. A Guide for Individualized Instruction. Student Edition. Revised.
ED 214 312

Performance Factors
Achievement Attributions by Young and Old Judges as a Function of Perceived Age of Stimulus Person.
ED 214 072
Effect of Work Group Size and Task Size on Observers' Job Characteristics Ratings.
ED 214 083
Memory for Words Processed by Preschool Children.
ED 214 679

Perinatal Influences
Being Well Born: Preventive Health Practices in Pregnancy and Delivery. Matrix No. 6.
ED 214 631
Effects of Prescription Drugs During Pregnancy. Hearing Before the Subcommittee on Investigations and Oversight of the Committee on Science and Technology, U.S. House of Representatives, Ninety-Seventh Congress, First Session (July, 30, 1981).
ED 214 658
Integrated and Early Childhood Education: Preparation for Social Development. Theme A: Relevant Provision for Early Childhood.
ED 214 685

Periodicals
Changing Patterns of Limnology Literature, 1966-1976.
ED 214 770
International Federation of Library Associations Annual Conference Papers. Education and Research Division: Editors of Library Journals and Serial Publications Sections (47th, Leipzig, East Germany, August 17-22, 1981).
ED 214 513
The Making of the Principal: A Study of Recent Literature for Elementary School Principals.
ED 214 304
A Think-Aloud Protocol from a Critical Reader Reading a Study from The Journal of Reading.''
ED 214 113

Perry (William)
Hearing How Students Make Meaning'': Listening Through Perry Ears.
ED 214 461

Perry Developmental Scheme
Career Demands and Student Ability at an Undergraduate Professional School: An Examination and Recommendations Based on the Perry Scheme of Development. Revised.
ED 214 429

Personality Development
Roots of Traditional Personality Development Among the Zaramo in Coastal Tanzania.
ED 214 623//

Personality Measures
An Instance of Convergence of Behavioral Assessments and Inventory Measures of Traditionally Defined Traits.
ED 214 042

Personality Traits
The Alienated Teacher: A Profile.
ED 214 905

The Creative Influence: What Is It?
ED 214 822

Cross-Cultural Patterns in Achievement Motivation: Ethnic Group and Sex Comparisons in Fiji.
ED 214 058

An Instance of Convergence of Behavioral Assessments and Inventory Measures of Traditionally Defined Traits.
ED 214 042

Personality and Accuracy of Retrospective Reports of Aging Women.
ED 214 065

School Culture and Academic Achievement: A Cross-gender, Cross-cultural Study.
ED 214 307

A Study on Variables Related to Behavior Patterns of Cultural Adjustment and Mental Health Delivery System Utilization for Korean-American.
ED 215 016

Personalized System of Instruction
PSI What Are the Critical Elements?
ED 214 502

Personnel Evaluation
Salary Compensation Systems for Librarians: A Study of Ten Members of the Association of Research Libraries. Occasional Paper Number 5.
ED 214 542

A Study of Volunteers in Drug Abuse Programs. Treatment Research Report.
ED 214 048

Personnel Management
Personnel Administration in Higher Education. Handbook of Faculty and Staff Personnel Practices.
ED 214 417//

Personnel Policy
A Collective Bargaining Contract Analyzer for Community Colleges.
ED 214 575

Employment & Retirement: A Management-Labor Dialogue. Proceedings of an Industry Conference on Employment and Retirement; A Pre-White House Conference on Aging Activity (Annapolis, Maryland, May 18-20, 1980).
ED 213 929

Executive Review in ARL Libraries. SPEC Kit #72.
ED 214 532
How Milwaukee Officials Administer Their Board's Sick Leave Policy.
ED 214 234
Resource Handbook on Manpower Flexibility Options in Ontario Universities.
ED 214 409
What Is a Confidential Employee? Management Report 1981-2/5.
ED 214 607

Personnel Selection
Employment of Baccalaureate Graduates: The Effect of Institutional Reputation, Location, and Executive Alma Mater.
ED 214 460
Recruitment and Selection Practices in ARL Libraries. SPEC Kit #78.
ED 214 537

Persuasive Discourse
Boycott as a Persuasive Tactic in Attempting to Ratify E. R. A.
ED 214 224
On the Senses of "Argument."
ED 214 220

Phenomenology
The Development of a Phenomenologically Based Therapeutic Graduate Program: A Contribution to Pluralism in Psychology.
ED 214 077
Experimental Phenomenology and Visual Literacy.
ED 214 518
Mediocrity or Excellence: An Identity Crisis in Gestalt Therapy Training.
ED 214 062

Phenomenological Patterns of Depressive Moods.
ED 214 052

Philanthropic Foundations
The Foundation Handbook: A Private Foundation Approach to Fund Raising at State Colleges and Universities.
ED 214 484
Inter-American Foundation: Annual Report, 1981 (October 1, 1980-September 30, 1981).
ED 215 026

Philosophy
Gestalt Therapy: Its Inheritance from Gestalt Psychology.
ED 214 061
Meanings of Work in Different Environments and Cultures.
ED 214 099
The State of a "New" Art: Philosophy for Children and Science Education.
ED 214 649

Phonics
Waukegan Follow Through Balanced Reading Program: Individualized Reading Instruction Manual.
ED 214 117

Phonology
Teaching and Learning Languages.
ED 214 407//

Photography
Handbook in Evaluating with Photography.
ED 214 989

Thinking in Pictures. CAP Job Function.
ED 214 009

Physical Activity Level
Secondary Physical Education Curriculum and Resource Guides. 1980.
ED 214 858

Physical Disabilities
Accessible Transit: A Survey of the Riders of Wheelchair-Accessible Buses at the University of Minnesota.
ED 214 476

Summary Proceedings of a Symposium on Educating Librarians and Information Scientists To Provide Information and Library Services to Blind and Physically Handicapped Individuals (San Francisco, California, July 2-4, 1981).
ED 214 504

Physical Education
Alabama Course of Study. Physical Education. Bulletin 1981, No. 5.
ED 214 915

A Guide to Curriculum Development in Physical Education.
ED 214 911

Physical Education Opportunity Program for Exceptional Learners (PEOPEL): An Administrative Guide for Secondary Schools. Third Edition.
ED 214 317

Physical Education Opportunity Program for Exceptional Learners (PEOPEL): A Teacher's Guide for Secondary Schools. Second Edition.
ED 214 316

Secondary Physical Education Curriculum and Resource Guides. 1980.
ED 214 858

Physical Fitness
Alabama Course of Study. Physical Education. Bulletin 1981, No. 5.
ED 214 915

A Guide to Curriculum Development in Physical Education.
ED 214 911

Physical Health
Alabama Course of Study. Physical Education. Bulletin 1981, No. 5.
ED 214 915

Is Aging Stressful?
ED 214 085

The White House Conference on Aging: Recommendations of Its Technical Committees and the Possible Congressional Response.
ED 214 055

Final Physical Science Evaluation Report. Co-operative Research Series Report No. 8.
ED 214 761

Safety Precautions for Science.
ED 214 757

Physicians

The Dial Access Library for Health Professionals in Wisconsin: An Historical Account.

ED 214 526

The Organization of Medical Disorders in the Memories of Medical Students and General Practitioners.

ED 214 465

The Prediction of National Board Performance, Medical Specialty, and Location of Residency for a Charter Class.

ED 214 464

Physicians Assistants

The Development of Standards to Ensure the Competency of Physician Assistants. Volume III of V: Development of a Self-Assessment Examination for Physician Assistants. Final Report, July 1, 1976-August 14, 1979.

ED 213 918

The Development of Standards to Ensure the Competency of Physician Assistants. Volume II of V: Role Delineation for the Physician Assistant. Final Report, July 1, 1976-August 14, 1979.

ED 213 917

The Development of Standards to Ensure the Competency of Physician Assistants. Volume I of V: Summary Report. Final Report, July 1, 1976-August 14, 1979.

ED 213 916

The Development of Standards to Ensure the Competency of Physician Assistants. Volume IV of V: Assessment of the Applicability of the Individual Physician Profile Program for Physician Assistants. Final Report, July 1, 1976-August 14, 1979.

ED 213 919

The Development of Standards to Ensure the Competency of Physician Assistants. Volume V of V: The Design of a System of Accreditation and Maintenance of a Roster of CME Programs for Physician Assistants. Final Report, July 1, 1976-August 14, 1979.

ED 213 920

Physics

Identifying Different Levels of Understanding Attained by Physics Students. Final Report.

ED 214 755

The Preparation of High School Science Teachers in North Carolina: Baseline Data for the 1980's. Science Education Report.

ED 214 796

Problem Solving Instruction for Physics.

ED 214 766

Physiology

The Circulatory System and Instructor's Guide: The Circulatory System. Health Occupations Education Module: Instructional Materials in Anatomy and Physiology for Pennsylvania Health Occupations Programs.

ED 213 964

The Endocrine System and Instructor's Guide: The Endocrine System. Health Occupations Education Module: Instructional Materials in Anatomy and Physiology for Pennsylvania Health Occupations Programs.
ED 213 969

The Genitourinary System and Instructor's Guide: The Genitourinary System. Health Occupations Education Module: Instructional Materials in Anatomy and Physiology for Pennsylvania Health Occupations Programs.
ED 213 968

The Musculoskeletal System and Instructor's Guide: The Musculoskeletal System. Health Occupations Education Module: Instructional Materials in Anatomy and Physiology for Pennsylvania Health Occupations Programs.
ED 213 965

The Nervous System and Instructor's Guide: The Nervous System. Health Occupations Education Module: Instructional Materials in Anatomy and Physiology for Pennsylvania Health Occupations Programs.
ED 213 967

The Reproductive System and Instructor's Guide: The Reproductive System. Health Occupations Education Module. Instructional Materials in Anatomy and Physiology for Pennsylvania Health Occupations Programs.
ED 213 970

The Respiratory System and Instructor's Guide: The Respiratory System. Health Occupations Education Module: Instructional Materials in Anatomy and Physiology for Pennsylvania Health Occupations Programs.
ED 213 966

Pi (Mathematics)
UMAP Modules-Units 240-242, 251.
ED 214 788

Piaget (Jean)
A Primer on Piaget. Fastback 128.
ED 214 968

Piagetian Theory
A Primer on Piaget. Fastback 128.
ED 214 968

Pictorial Stimuli
Comprehending Procedural Instructions; The Influence of Metacognitive Strategies.
ED 214 130

Pilot Projects
Executive Abstracts, 1980-81.
ED 215 018

Place of Residence
Survey of AASCU Presidential Spouses: Myths and Realities.
ED 214 490

Planned Parenthood Federation
Assessing a Controversial In-Service Program: An Action Research Approach.
ED 214 971

Planners
Transactions Among Partners.
ED 214 730

Planning
Conference Model: Guidelines...for Science Supervisors on How to Conduct a Successful Leadership Conference.
ED 214 803

A Guide for Planning, Organizing and Conducting an Adult Education Ceremony.
ED 214 714

Mathematics Contests: A Handbook for Mathematics Educators.
ED 214 793//

Plasterers
Plastering. Pre-Apprenticeship Phase 2 Training. Instructor's Guide.
ED 213 895

Plastering. Pre-Apprenticeship Phase 2 Training. Student Training Modules.
ED 213 896

PLATO

PLATO in the Community College; Students, Faculty and Administrators Speak Out.
ED 214 549

Play
Cognitive Correlates of Early Multiword Speech.
ED 214 641

Conceptual Development and Early Multiword Speech.
ED 214 640

Plumbing
Maintaining and Repairing. CAP Job Function.
ED 214 008

Plumbing. Pre-Apprenticeship Phase 2 Training. Instructor's Guide.
ED 213 903

Plumbing. Pre-Apprenticeship Phase 2 Training. Student Training Modules.
ED 213 904

Poisoning
Agricultural Chemical and Pesticide Hazards. Module SH-50. Safety and Health.
ED 213 884

Police
Helping. CAP Job Function.
ED 214 007

Police Action
Missing Children. Hearing Before the Subcommittee on Investigations and General Oversight of the Committee on Labor and Human Resources, United States Senate, Ninety-Seventh Congress, First Session (October 6, 1981).
ED 214 671

Policy
A Conservation Plan for the Transylvania University Library.
ED 214 495

Preservation Conditions, Practices, and Needs in the General Libraries. A Report by the Preservation Committee.
ED 214 503

Recruitment and Selection Practices in ARL Libraries. SPEC Kit #78.
ED 214 537

Policy Analysis
Developing Public Education Policy through Policy-Impact Analysis.
ED 214 294

Policy Formation
Developing Public Education Policy through Policy-Impact Analysis.
ED 214 294

Discipline Seminar. Report.
ED 214 266

Effects of Prescription Drugs During Pregnancy. Hearing Before the Subcommittee on Investigations and Oversight of the Committee on Science and Technology, U.S. House of Representatives, Ninety-Seventh Congress, First Session (July, 30, 1981).
ED 214 658

Innovation in Small and Medium Firms.
ED 213 949

Procedures for Research on School Effectiveness Project.
ED 214 699

Teachers' Perceptions of Their Own Influence Over School Policies and Decisions. A Study of Schooling in the United States. Technical Report Series, No. 16.
ED 214 886

Political Candidates
Comparative Evaluation of Political Candidates: Implications for the Voter Decision Making Process.
ED 214 223

Political Influences
Early Childhood Education: The Year in Review. A Look at 1981.
ED 214 668/

Education Lobbies in the Pennsylvania State Legislature.
ED 214 251

Schools, As Political Institutions and Ghetto/Barrio Educational Aspirations.
ED 215 035

Political Issues
American Jewish Year Book, 1982: A Record of Events and Trends in American and World Jewish Life. Volume 82.
ED 215 053/

What Is'' Pro-Family Policy? Proceedings of the Bush Interest Group/Symposium (New Haven, Connecticut, May 18-20, 1981).
ED 214 680

Political Power
Schools, As Political Institutions and Ghetto/Barrio Educational Aspirations.
ED 215 035

Political Science
The Federalist Papers Reexamined.
ED 214 856

So You Are Doing Research! An Annotated Guide to Library Materials in Political Science and Related Fields. Third Edition.

ED 214 507

Spatial Models of Election Competition.

ED 214 775

Topics in the Theory of Voting.

ED 214 777

Political Socialization
Chinese Libraries and Library Education, 1949-1980: Truth and Myth in the People's Republic of China.

ED 214 516

Politics

Changes in the Political Role of Women Since 1960.

ED 214 811

Population Education
Teaching about Population Issues.

ED 214 842

Population Growth
Catastrophe Models: Some Illustrations and Potential for Social Impact Assessment.

ED 214 691

Teaching about Population Issues.

ED 214 842

Population Trends
Migrant Families in Australia. Working Paper 3.

ED 214 741

Portfolios (Background Materials)
Prepare for the Job Search. Job Search. Competency 1.0.

ED 214 025

Portuguese
Stereotyped Attitudes toward Various Portuguese Accents. Focus, Number 4.

ED 214 388

Position Papers
External User Services. SPEC Kit #73.

ED 214 533

The Teaching of French as a Second Language. A Position Paper Developed by the CTF Commission on French as a Second Language.

ED 214 399

Postsecondary Education
Linking Californians for Learning: Next Steps for Telecommunications in California Postsecondary Education. Commission Report 81-28.

ED 214 530

Postsecondary Education As a Field of Study
New Approaches for Improving the Managerial Capacity of Post-Secondary Institutions.

ED 214 477

Power Structure

Bargaining: Power, Tactics and Outcomes.
ED 214 420

Personal Dimensions of Increasing State Influence.
ED 214 485

Power Technology
Interreliance: An Energy Awareness Project for the Community Colleges. A Report of the Task Force on Energy Education.
ED 214 587

Power Tools
Safety with Hand and Portable Power Tools. Module SH-14. Safety and Health.
ED 213 853

Powered Industrial Trucks
Safe Use of Powered Industrial Trucks. Module SH-42. Safety and Health.
ED 213 876

Practical Nursing
Assisting with Nutritional Needs. Instructor's Guide, Option A, and Option B.
ED 213 821

Practicums
A Family Counseling Sequence in Counselor Education.
ED 214 040

Using an Experiential Group To Teach a Group Therapy Course.
ED 214 059

Preapprenticeship Programs
Bricklaying. Pre-Apprenticeship Phase 2 Training. Instructor's Guide.
ED 213 893

Bricklaying. Pre-Apprenticeship Phase 2 Training. Student Training Modules.
ED 213 894

Cement Finishing. Pre-Apprenticeship Phase 2 Training. Instructor's Guide.
ED 213 901

Cement Finishing. Pre-Apprenticeship Phase 2 Training. Student Training Modules.
ED 213 902

Drywall. Pre-Apprenticeship Phase 2 Training. Instructor's Guide.
ED 213 899

Drywall. Pre-Apprenticeship Phase 2 Training. Student Training Modules.
ED 213 900

Floor Covering. Pre-Apprenticeship Phase 2 Training. Instructor's Guide.
ED 213 891

Floor Covering Pre-Apprenticeship Phase 2 Training. Student Training Modules.
ED 213 892

Painting. Pre-Apprenticeship Phase 2 Training. Instructor's Guide.
ED 213 887

Painting. Pre-Apprenticeship Phase 2 Training. Student Training Modules.
ED 213 888

Parts Counter. Pre-Apprenticeship Phase 2 Training. Instructor's Guide.

ED 213 897
Parts Counter. Pre-Apprenticeship Phase 2 Training. Student Training Modules.
ED 213 898
Plastering. Pre-Apprenticeship Phase 2 Training. Instructor's Guide.
ED 213 895
Plastering. Pre-Apprenticeship Phase 2 Training. Student Training Modules.
ED 213 896
Plumbing. Pre-Apprenticeship Phase 2 Training. Instructor's Guide.
ED 213 903
Plumbing. Pre-Apprenticeship Phase 2 Training. Student Training Modules.
ED 213 904
Survival Skills. Pre-Apprenticeship Phase 2 Training. Instructors Guide
ED 213 905
Tilesetting. Pre-Apprenticeship Phase 2 Training. Instructor's Guide.
ED 213 889
Tilesetting. Pre-Apprenticeship Phase 2 Training. Student Training Modules.
ED 213 890

Precocious Learners
Skill Patterns of Precocious Readers.
ED 214 133

Prediction
Developing Public Education Policy through Policy-Impact Analysis.
ED 214 294

Predictive Measurement
An Analysis of the Relationship between the First Semester Grade Point Average and the State Board Nursing Scores of Vermont College Graduates.
ED 214 572
Assessment of Mandatory Placement in Communications: Fall 1981.
ED 214 599
The Inventory of Documented Accomplishments for Graduate Admissions: Results of a Field Trial Study of Its Reliability, Short-Term Correlates, and Evaluation.
ED 214 940
Review of Model Specifications.
ED 214 408
The Utility of Predictive Assessment and the World of Work.
ED 214 938

Predictive Validity
An Instance of Convergence of Behavioral Assessments and Inventory Measures of Traditionally Defined Traits.
ED 214 042
Studies in Bilingual Evaluation, Work Unit I: Bilingual Prediction Project. Final Report.
ED 214 954
The Utility of Predictive Assessment and the World of Work.
ED 214 938

Predictor Variables
Age of Admission and Trends in Achievement: A Comparison of Blacks and Whites.
ED 215 034

An Ecological Study of Crime in Rural Ohio.
ED 214 717

An Evaluation of Gender and Psychological Sex Type as Variables in Communication Research.
ED 214 217

The Prediction of National Board Performance, Medical Specialty, and Location of Residency for a Charter Class.
ED 214 464

The Relationship between Reading Related Background Variables and Comprehension Achievement: A Secondary Analysis of the 1979-80 Reading/Literature Assessment Data.
ED 214 132

Review of Model Specifications.
ED 214 408

Social Network Formation of Entering College Freshmen.
ED 214 057

Television Viewing Behavior and the Development of Reading Skills: Survey Evidence.
ED 214 150

Prefixes
Medical Terminology: Prefixes. Health Occupations Education Module.
ED 213 960

Medical Terminology: Using Some Common Prefixes, Suffixes, and Roots. Health Occupations Education Module.
ED 213 961

Pregnancy
Being Well Born: Preventive Health Practices in Pregnancy and Delivery. Matrix No. 6.
ED 214 631

Effects of Prescription Drugs During Pregnancy. Hearing Before the Subcommittee on Investigations and Oversight of the Committee on Science and Technology, U.S. House of Representatives, Ninety-Seventh Congress, First Session (July, 30, 1981).
ED 214 658

Prenatal Influences
Being Well Born: Preventive Health Practices in Pregnancy and Delivery. Matrix No. 6.
ED 214 631

Prereading Experience
Once Upon a Springtime: Kindergarten Science Experiences to Enhance Reading Readiness.
ED 214 683

Preschool Children
Contextual Constraints on the Comprehension of "Before" and "After".
ED 214 678

Implementing Child Checks: A Child Find Procedures Manual.
ED 214 651

Memory for Words Processed by Preschool Children.
ED 214 679

Recall of Scripts by Preschool Children.
ED 214 660

Reciprocity in Preschool Peers' Social Interaction.
ED 214 644

Preschool Education
The Effects of Divorce: Outcome of a Preschool Intervention Program.
ED 214 667

Preschool Curriculum for Exceptional Children.
ED 214 344

Preschool Teachers
The Preschool Teacher as an Adult Learner.
ED 214 656

Preservation
The Committee on Production Guidelines for Book Longevity: Interim Report on Book Paper.
ED 214 525

A Conservation Plan for the Transylvania University Library.
ED 214 495

Preservation Conditions, Practices, and Needs in the General Libraries. A Report by the Preservation Committee.
ED 214 503

Preservice Teacher Education
The Educational Professions: Preparation and Practice.
ED 214 235

The Effect of Increased Exploratory Field Experiences Upon the Perceptions and Performance of Student Teachers.
ED 214 935

Mainstreaming the Hearing-Impaired Teacher.
ED 214 918

Survey Results: Preservice Preparation of Teachers of Science at the Elementary, Middle, and Junior High School Levels.
ED 214 804

Pretend Play
The Relationship Between Kindergarten Children's Fantasy Play Behavior and Divergent Thinking Ability.
ED 214 647

Prevention
Alcoholism and the Hispanic: A Mutual Concern El Alcoholismo y Los Hispanos Una Preocupacion Nacional. Proceedings of the National Hispanic Conference on Alcoholism (San Antonio, Texas, September 7-10, 1981).
ED 214 710

The Potency of Primary Prevention: A Meta-Analysis of Effect Size.
ED 214 067

Preventative Mental Health Programs and School Systems: A Review of the Literature.
ED 214 073

Preventing Burnout through Counselor Training.
ED 214 075

Primary Prevention in Mental Health and Social Work: A Sourcebook of Curriculum and Teaching Materials.
ED 214 423

Preventive Medicine
Being Well Born: Preventive Health Practices in Pregnancy and Delivery. Matrix No. 6.
ED 214 631
Infectious Diseases and Immunizations. Matrix No. 15.
ED 214 637
Lexical Exploration for Advanced ESL Students in Public Health.
ED 214 366

Prevocational Education
Career and Vocational Education for the Severely Handicapped.
ED 214 355
The Prediction of National Board Performance, Medical Specialty, and Location of Residency for a Charter Class.
ED 214 464
Primary Prevention in Mental Health and Social Work: A Sourcebook of Curriculum and Teaching Materials.
ED 214 423
Undergraduate Education in Cancer in the European Region. Report on a UICC/WHO Meeting (Geneva, Switzerland, April 6-8, 1981).
ED 214 425

Primary Sources
The Critical Analysis of Documentary Evidence: Basic Skills in the History Classroom.
ED 214 813

Primary Trait Scoring
Classroom Applications of Writing Assessment: A Teacher's Handbook.
ED 214 995

Principals
Administrative Style and Organizational Climate in Junior High and Middle Schools.
ED 214 289//
Career Development of Male and Female Elementary Principals in a Southwest School District.
ED 214 255
Factors Influencing School Effectiveness: An Ecological Analysis of an Effective'' School.
ED 214 299
The Making of the Principal: A Study of Recent Literature for Elementary School Principals.
ED 214 304
The Management and Administration of Instructional Supervision.
ED 214 305
The Managerial Behavior of Elementary School Principals.
ED 214 244
The Mediating Role of Principals' Situational Favorableness on School Effectiveness in Lebanon.
ED 214 298
Methodological Considerations in Studies of Effective Principals.
ED 214 985
Newark Teacher Center Principals' Survey. Analysis and Report.
ED 214 870

The Principal as Instructional Leader. Research on School Effectiveness Project: Topic Summary Report.
ED 214 702

Principals' Attitudes about the Characteristics and Functions of the Middle School.
ED 214 276//

The Public School as Workplace: The Principal as a Key Element in Teacher Satisfaction. A Study of Schooling in the United States. Technical Report Series, No. 32.
ED 214 899

A Study of the Perceptions of Performance Skills of Middle School Principals by Selected Teachers and Principals.
ED 214 288//

Prior Learning

Cooperative Education, Experiential Learning, and Personal Knowledge.
ED 214 426

The Effect of the States of Prior Knowledge on Question Answering.
ED 214 121

An Investigation of the Trends in Vocabulary Research and the Effects of Prior Knowledge on Instructional Strategies for Vocabulary Acquisition.
ED 214 118

The Keyword Method and Children's Vocabulary Learning: An Interaction with Vocabulary Knowledge.
ED 214 126

Privacy

Designing for Privacy in the Classroom: An Ecological Perspective.
ED 214 249

Private Colleges

New York State Bundy Aid Program, 1969-1981. A Historical Report on New York State Colleges and Universities Receiving State Aid Under Section 6401 of the Education Law.
ED 214 454

Private Financial Support

College on Credit: A History of United Student Aid Funds; 1960-1980.
ED 214 438//

The Foundation Handbook: A Private Foundation Approach to Fund Raising at State Colleges and Universities.
ED 214 484

Private School Aid

New Jersey's Nonpublic Program: Issues and Perspectives.
ED 214 261

Private Schools

Public and Private Schools. An Analysis of High School and Beyond: A National Longitudinal Study for the 1980's.
ED 214 314

Probability
Conditional Independence in Applied Probability.
ED 214 768

Problem Solving
An Analysis of the Secondary School Science Curriculum and Directions for Action in the 1980's. 1982 AETS Yearbook.
ED 214 759

Art, Music and Crafts in Secondary Education: Their Purpose and Effect.
ED 214 832

Back to a Basic in Lifelong Learning: Personal and Small Group Problem Solving.
ED 214 221

Community Development FFA Style.
ED 214 726

Conditional Independence in Applied Probability.
ED 214 768

Conflict Activity Cards.
ED 214 844

Factors Related to Problem Solving by College Students in Developmental Algebra.
ED 214 614

Identifying Different Levels of Understanding Attained by Physics Students. Final Report.
ED 214 755

Introduction to Population Modeling.
ED 214 778

Kindergarten and First-Grade Children's Strategies for Solving Addition and Subtraction Problems in Abstract and Verbal Problem Contexts. Report from the Program on Studies in Mathematics. Technical Report No. 583.
ED 214 652

Problem Solving Instruction for Physics.
ED 214 766

Project PROF: A Professional Development Program for College Faculty.
ED 214 463

School Maths in Papua New Guinea.

ED 214 780

Strengthening the Community/Education Partnership: The San Juan RFD Model of Public Involvement. Public Involvement Using the Rural Futures Development Strategy.
ED 214 749

Topics in the Theory of Voting.
ED 214 777

UMAP Modules-Units 203-211, 215-216, 231-232.
ED 214 787

UMAP Modules-Units 60-62, 67, 68, 70.
ED 214 783

UMAP Modules-Units 84-88.
ED 214 785

Women's Problems: Immobility and Professional Growth.
ED 214 035

Problems
Problems of Small, High-Technology Firms. Special Report.
ED 214 795

Variety and Intensity of School-Related Problems as Perceived by Teachers, Parents and Students. A Study of Schooling in the United States. Technical Report Series, No. 17.
ED 214 887

Production Techniques
A Guide to Dance Production. On With the Show.''
ED 214 922

Scriptwriting and Television Production.
ED 214 521

Productivity
Management Attitudes toward Productivity.
ED 213 922//

Productivity in Community College Programs: A Technique for Determining Relative Efficiency.
ED 214 571

Productivity, People, and Public Policy.
ED 213 923

Workers' Attitudes toward Productivity. A New Survey.
ED 213 921//

Professional Associations
Boycott as a Persuasive Tactic in Attempting to Ratify E. R. A.
ED 214 224

The Career-Related Services of the Learned and Professional Societies in the Humanities and Social Sciences: A Report.
ED 214 809

International Federation of Library Associations Annual Conference Papers. General Research Libraries Division: University Libraries Section (47th, Leipzig, East Germany, August 17-22, 1981).
ED 214 511

Survey of AASCU Presidential Spouses: Myths and Realities.
ED 214 490

Professional Continuing Education
A Horse of a Different Color: Living Happily as a Writing Teacher for Lawyers and Other Professionals.
ED 214 179

Report of the Statewide Continuing Library Education Advisory Committee on the Development of a Program to Meet the Educational Needs of New York Continuing Library Education Planners and Administrators.
ED 214 531

Survey of University of Toledo Legal Assisting Technology Graduates.
ED 214 443

Towards a Model for Satellite-Based Instruction at the University of Victoria. Report on the ANIK-B Experimental Project, September 1979 to June 1980. Summary Report.
ED 214 492

Professional Development
Up the Down Escalator: How to Open the Door. Comments on Professionalism and Academic Credentials in Child Care.
ED 214 655

Women's Problems: Immobility and Professional Growth.
ED 214 035

Professional Education
Transactive Planning as a Principia Media in Rural Planning Education.
ED 214 729

Value Orientations and the Effects of Professional Schools on Students.
ED 214 470

Professional Personnel
Annual Salary Study and Survey of Selected Personnel Issues, 1981. A Report on Administrative and Professional Staff and Salaries in Voluntary CWLA Member Agencies.
ED 214 624//

Selected Characteristics of Full-Time Professional Staff; Community Colleges, Fall 1981.
ED 214 567

A Study of Volunteers in Drug Abuse Programs. Treatment Research Report.
ED 214 048

Women's Problems: Immobility and Professional Growth.
ED 214 035

Professional Training
Foundations in Gerontological Education: Issues and Dilemmas for Students.
ED 214 084

Dropout Identification: A Preliminary Study of the Pasco School District.
ED 215 013

Program Administration
Handbook for Marketing and Distributive Education Teacher-Coordinators in Louisiana. Bulletin 1170.
ED 213 939

Physical Education Opportunity Program for Exceptional Learners (PEOPEL): An Administrative Guide for Secondary Schools. Third Edition.
ED 214 317

Standards for Industrial Arts Programs.
ED 213 907

Utilization and Effects of Alternative Measures of Comparability: Executive Summary.
ED 214 953

Program Attitudes
Newark Teacher Center Principals' Survey. Analysis and Report.
ED 214 870

Program Budgeting
Resource Allocation and Evaluation Model for Providing Services to the Multiply Handicapped in the Bergen County Special Services School District.
ED 214 335

Program Content
An All Right'' High School Reading Program.
ED 214 115
Communication Competence: A K-12 Interdisciplinary Approach.
ED 214 205
Evaluation of Preschool Experiences and Their Relationship to First Grade Basic Skills Achievement in the Greenwood Public Schools.
ED 214 665
A Study of Programs to Prepare Early Childhood Personnel.
ED 214 662

Program Costs
Report to the Legislature on the Educational and Fiscal Effects of Independent Study.
ED 214 552

Program Descriptions
Early Intervention for High Risk Infants and Their Adolescent Mothers. Progress Report for Second Year, July 1, 1980-June 30, 1981.
ED 214 330
The GLAD Project: Energizing Language.
ED 214 734
Horizon: An Overview of Vocational Education and Employment Training Services for Limited-English Proficient Persons in California.
ED 213 983
The P.K. Yonge Basic Mathematics Computation Skills System: A Program of Individualized Instruction with an Emphasis on Discrete Elements of Computation Skills. Research Monograph No. 33.
ED 214 799

Program for the Gifted/Talented Child and Independent Study Curriculum Guide.
ED 214 353
Statement of Goals and Purposes: Earliest Learning Materials and Safety Education.
ED 214 128
UMAP Modules: Final Report 1976-80.
ED 214 771

Program Design
Career Awareness for Health Professions: Design of Early Outreach Programs.
ED 213 988
Integrated and Early Childhood Education: Preparation for Social Development. Theme A: Relevant Provision for Early Childhood.
ED 214 687
The Preschool Teacher as an Adult Learner.
ED 214 656

Program Development
AIASA Guide for Industrial Arts Programs.
ED 213 908
Alabama Course of Study. Physical Education. Bulletin 1981, No. 5.
ED 214 915
Apprenticeships in Employment and Training Programs. An Action Planning Guidebook.
ED 213 991
Blue Ridge Technical College Adult Reading Project.
ED 214 145

The Challenge of Including Technical Communications in the Vocational Occupational Programs in the Two-Year College.
ED 214 212

Choosing a Microcomputer for Use as a Teaching Aid.
ED 214 608

Communication Competence: A K-12 Interdisciplinary Approach.
ED 214 205

Community Education, Arizona Style. A First Year Overview for the New Coordinator.
ED 213 981

Consumer Education for Families with Limited Incomes. Revised.
ED 213 926

Designing Writing Programs in Business and Industry.
ED 214 169

The Design of an Extended Learning System for the Des Moines Area Community College.
ED 214 563

Determinants of Service Expansion in Local Communities: Organizational Needs or Needs of the Elderly?
ED 214 079

Developing Effective Middle Schools through Faculty Participation.

ED 214 272

Developing Training Structures for Child Care Personnel: Comments on Almy's Paper.
ED 214 657

The Developmental Program at Alvin Community College: A Description. Revised Edition.
ED 214 574

Development and Modernization of the Basbakanlik Arsiv: Turkey.
ED 214 543

Drug Abuse Assessment, Program Planning and Resource Development in the Black Community.
ED 214 049

Early Childhood Development Cultural Considerations Commonalities, Variables, and Local Community Determinants for Program Modules.
ED 214 692

The Enabler Model of Early Childhood Training and Program Development.
ED 214 663

English for Driving Teacher's Guide.
ED 213 977

Establishing a Company Safety and Health Program. Module SH-49. Safety and Health.
ED 213 883

Evaluation of Tennessee's State Plan for Career Education, 1980-81.
ED 213 906

Evaluation Workshop III: Program and Evaluation Planning. Participant Notebook. New Edition.
ED 214 957

Evaluation Workshop II: Needs Assessment, Preliminary Version. Participant's Notebook and Leader's Manual.
ED 214 956

From Bare Bones: Building a Training Program for Writing Teachers.
ED 214 165

A Future for Us All. A Resource Guide for Refugee Women's Program Development.
ED 214 405

The Future of Teaching in the Community College.
ED 214 617

Guidelines for the Development of Programs for Students with Limited English Proficiency under Part 154 of the Regulations of the Commissioner of Education.
ED 214 380

A Guide to Curriculum Development in Health and Safety.
ED 214 929

A Guide to Curriculum Development in Physical Education.
ED 214 911

Implementing Child Checks: A Child Find Procedures Manual.
ED 214 651

Improving the Teaching of Writing in Your Own School: A Staff Development Program.
ED 214 199

Innovation in Small and Medium Firms.
ED 213 949

In-Service Training for Instructors Designed to Build the Necessary Skills Needed to Plan, Develop, and Implement Competency-Based Vocational Education. Final Report (July 1, 1980-June 30, 1981).
ED 213 823

Lau vs. Nichols Implementation Study within the Alhambra City School District.
ED 214 295

The Life Cycle: A Suggested Annotated Bibliography of Twentieth-Century American Literature.
ED 213 886

Marketing and Distributive Education. Community/Work-Based Programs. An Instructor's Guide to Program Strategies. Cooperative Vocational Education; Vocational Work Experience Education; Community Classroom.
ED 213 946

Mathematics Contests: A Handbook for Mathematics Educators.
ED 214 793//

Minimal Competency Testing: Local School Development and Implementation in Targeted Areas of the United States.
ED 214 986

Misplanning for Disabilities in Asia.
ED 214 326

Multicultural Nonsexist Education in Iowa Schools: Home Economics & Industrial Arts.
ED 215 017

Outdoor Education in Georgia.
ED 214 745

P.A.C. Planner's Workbook. E.S.E.A. Title I. Revised.
ED 215 066

Pennsylvania Industrial Arts Safety Guide. Second Edition.
ED 213 953

The Project Onderwijs en Sociaal Milieu (The Project Education and Social Environment).
ED 215 040

Report of the Task Force on Reorganization. Paley Library.
ED 214 493

Sex Equity Guide for Industrial Arts Programs.
ED 213 909

Sexuality Education with Troubled Adolescents: Suggestions for Planning and Implementation.
ED 214 361

Shoulders to the Wheel: Energy-Related College/Business Cooperative Agreements.
ED 214 584

Special Needs Guide for Industrial Arts Programs.
ED 213 910

Staff Development: A Systematic Process.
ED 214 332

Standards for Industrial Arts Programs.
ED 213 907

Starting a Telecourse Program.
ED 214 565

A Suggested Model for Developing a K-12 Oral Communications Program.
ED 214 192

Testing Potential Cost Saving and Controversial Actions: Community, Staff and Student Support.
ED 214 271

Work Plan of APEID for the Third Programming Cycle, 1982-1986. Regional Consultation Meeting (7th, Bangkok, Thailand, June 1-10, 1981).
ED 214 698

Program Effectiveness

Assessment of Adult Basic Education Program Impact.
ED 213 947

Bienvenido Bilingual Education Project: End of Year Report, Fiscal Year 1981.
ED 215 024

Bilingual Pupil Services. E.S.E.A. Title I. Final Evaluation Report, 1980-1981.
ED 215 072

Correctional Retraining in the Navy: An Evaluation. Final Report, FY80-81.

ED 213 911

Development of Rural Leadership: Problems, Procedures, and Insights. Summary of an Impact Assessment of Public Affairs Leadership Programs Conducted in California, Michigan, Montana, and Pennsylvania and Executive Summary.

ED 214 748

Effectiveness of Bilingual Education: A Review of the Literature. Final Draft Report.

ED 215 010

Effective Schools. Seminar Report.

ED 214 265

The Effects of Divorce: Outcome of a Preschool Intervention Program.

ED 214 667

The Effects of Training on the Attitudes of Parents and Caregivers After a Title XX Course on 'Working with Parents'.

ED 214 650

Employment and Crime: A Review of Theories and Research.

ED 213 980

Evaluation of Tennessee's State Plan for Career Education, 1980-81.

ED 213 906

Evaluation of the Tennessee Nutrition Education and Training Program. 1981 Final Report.

ED 214 263

Evaluation Report: ESEA Title I Projects, Fiscal Year 1981.

ED 215 023

An Examination of the Content Area Reading Inservice Program at Fort Wayne Community Schools.

ED 214 140

Full Service School Model: Toward a Valid Measurement of Effectiveness.

ED 214 236

Hearings on Reauthorization of the Vocational Education Act of 1963. Part 4: Bilingual Vocational Training. Hearing Before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-Seventh Congress. First Session on H.R. 66 (October 14, 1981).

ED 213 971

Hearings on Reauthorization of the Vocational Education Act of 1963. Part 5: National Institute of Education Study. Hearing Before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-Seventh Congress. First Session on H.R. 66 (October 21, 1981).

ED 213 972

Implementation of the Career Education Incentive Act in Tennessee: An Evaluator's Perspective.

ED 213 985

Improving Youth Employment Prospects: Issues and Options. A CBO Study.

ED 213 974

Integrated and Early Childhood Education: Preparation for Social Development. Summary Theme C: Alternatives in Training and Implications for Self-Help.

ED 214 688

An Investigation of the Impact of the Wisconsin Writing Project on Student Composition.

ED 214 203
John Bowne High School Basic Bilingual Program. E.S.E.A. Title VII. Final Evaluation Report, 1980-1981.

ED 215 071
John Jay High School Project Rescate.'' E.S.E.A. Title VII. Final Evaluation Report, 1980-1981.

ED 215 069
Model Demonstration Program for Preschool and Early Education of Handicapped Children in a Public School. Third Annual Program Performance Report.

ED 214 362
Newark Teacher Center Principals' Survey. Analysis and Report.

ED 214 870
Oklahoma Annual Migrant Evaluation Report, Title I. 1981.

ED 214 722

The Potency of Primary Prevention: A Meta-Analysis of Effect Size.

ED 214 067
Project Parents: Awareness, Education, Involvement Program. E.S.E.A. Title VII. Final Evaluation Report, 1980-1981.

ED 215 070
Project T.E.A.C.H.: An Evaluative Study.

ED 214 920
P. W. Litchfield and Early Corporate Education at the Goodyear Tire and Rubber Company.

ED 213 826
Rough Rock Demonstration School Basic Skills Improvement Project. Final Report.

ED 214 709
School Contingencies in the Continuation of Planned Change.

ED 214 292
Servol: An Education and Community Development Project in Trinidad. Advisory Mission Report, October 11-18, 1981.

ED 213 973
A Survey of the Last Decade of Drug Abuse Treatment Research. Appendix: Health Research Forum.

ED 214 639
Technical Status Report on Staff Development. Final Report.

ED 214 863
Title I Children's Program: Learning to Read through the Arts. Final Evaluation Report, 1980-1981.

ED 215 067
Title I, Today: A Factbook. A Descriptive Summary of Title I (Financial Assistance to Meet Special Educational Needs of Children) of the Elementary and Secondary Education Act.

ED 215 042
Towards the Third Cycle of APEID. Final Report. Regional Consultation Meeting on the Asian Programme of Educational Innovation for Development (7th, Bangkok, Thailand, June 1-10, 1981).

ED 214 697
William H. Taft High School Project Adelante. E.S.E.A. Title VII. Final Evaluation Report, 1980-1981.

ED 215 068

Youth Conservation Corps and Young Adult Conservation Corps. Hearings before a Subcommittee of the Committee on Government Operations, House of Representatives. Ninety-Seventh Congress, First Session (June 25 and July 17, 1981).
ED 213 975

Program Evaluation

Accountability in Education: A Recurring Concept.
ED 214 269

An Adaptation of the "Standards for Evaluations" for the Interpretation of Reading Program Evaluations. Final Report.
ED 214 110

Basic Skills Assessment in South Carolina: How Progressive an Approach to Minimum Competency Testing? National Consortium on Testing Staff Circular No. 8.
ED 214 973

Bilingual Education in Ontario: A Decade of Research.
ED 214 363

A Cause for National Pause: Title I Schoolwide Projects.
ED 214 996

Colorado's Alternative School Calendar Program and the Four Day Week.
ED 214 719

Coordination of NSF Projects in the Area of Continuing Education for Scientists and Engineers.
ED 214 789

Education That is Multicultural: A University's Response.
ED 214 913

Effectiveness of Bilingual Education: A Review of the Literature. Final Draft Report.
ED 215 010

Emerging Methodologies for the Evaluation of Arts in the Schools.
ED 214 991

Evaluating Developmental English Programs in Georgia.
ED 214 166

Evaluating Student and Program Performance: A Faculty Perspective.
ED 214 992

Evaluation of Educational Innovations.
ED 214 946

Evaluation of the Tennessee Nutrition Education and Training Program. 1981 Final Report.
ED 214 263

Evaluation Workshop I: An Orientation. New Edition.
ED 214 955

Evaluation Workshop III: Program and Evaluation Planning. Participant Notebook. New Edition.
ED 214 957

Evaluation Workshop II: Needs Assessment, Preliminary Version. Participant's Notebook and Leader's Manual.
ED 214 956

An Examination of the Content Area Reading Inservice Program at Fort Wayne Community Schools.
ED 214 140

Executive Abstracts, 1980-81.
ED 215 018

Follow Through Resource Center: Community School 77. Final Evaluation Report, 1980-1981.
ED 215 021

A Functional Model for Management of Large Scale Assessments.
ED 214 303

Goal Ambiguity and Organizational Decoupling: The Failure of Rational Program Implementation.
ED 214 259

A Guide to Curriculum Development in Health and Safety.
ED 214 929

Handbook in Evaluating with Photography.
ED 214 989

How to Evaluate Your School Instructional Program. Curriculum Is a Board Member Responsibility.
ED 214 232

Longitudinal Assessment of Instructional Competency: Three Stages of Preservice Professional Development.
ED 214 901

Management Review of Evaluation Practice.
ED 214 983

Maryland Community Colleges: 1981 Program Evaluations.
ED 214 605

Merit Rating Guidelines for Kentucky Schools.
ED 214 942

New Jersey's Nonpublic Program: Issues and Perspectives.
ED 214 261

Outdoor Education in Georgia.
ED 214 745

Planning and Evaluation Information in the Office of Student Affairs: Review and Recommendations. A Report of the OSA Task Force on Research and Planning Information.
ED 214 473

PLATO in the Community College: Students, Faculty and Administrators Speak Out.
ED 214 549

Program Assessment Guide for Public School Special Education Services to Visually Handicapped Students.
ED 214 343

Project UPSTART. Final Report 1980-1981.
ED 214 342

Report of the Task Force on School Counseling and Guidance in Alberta: Planning and Research.
ED 214 087

Report to the Utah State Board of Education on the Teacher Education Programs at Utah State University.
ED 214 928

Resource Allocation and Evaluation Model for Providing Services to the Multiply Handicapped in the Bergen County Special Services School District.
ED 214 335

School Art/Music Assessment Manual. A Closer Look At Your District's Art/Music Program For Purposes Of Gaining And Maintaining Support For Arts Education.
ED 214 861

Sex Equity Guide for Industrial Arts Programs.
ED 213 909

Staff Development: A Systematic Process.
ED 214 332

Standards for Industrial Arts Programs.
ED 213 907

Thinking through Writing: A Report on the Project, Its Evaluation, and Its Uses.
ED 214 173

1981 Kuwait Summer Students Training Program, Secondary Component. An Evaluation Report.
ED 214 782

Program Implementation

AIASA Guide for Industrial Arts Programs.
ED 213 908

Apprenticeships in Employment and Training Programs. An Action Planning Guidebook.
ED 213 991

CAP Program Guide.
ED 214 002

A Comparative Study to Determine the Relationship between the Existing Practices of Selected Middle Schools and Student Performance on a Standardized Attitudinal Measure.
ED 214 277//

Correlating Vocational Education with Labor Market Needs Through the Internship Program. Exemplary Project and Final Report.
ED 213 948

Critical Factors for Implementing Competency-Based Education.
ED 214 260

The CSS Guide to Implementing Financial Aid Data Processing Systems.
ED 214 478

The Current Status of Ohio Middle Schools Implementation of Eighteen Middle School Characteristics.
ED 214 286//

The Development of a Phenomenologically Based Therapeutic Graduate Program: A Contribution to Pluralism in Psychology.
ED 214 077

Effects of New York State Handicapped Regulations on Small, Rural and Large School Districts. Survey Report.
ED 214 693

The Emerging Middle School Language Arts Program.
ED 214 278//

Establishing a Company Safety and Health Program. Module SH-49. Safety and Health.
ED 213 883

Evaluation of the 1979-80 Title-I Migrant Tutoring Program.
ED 214 746

Goal Ambiguity and Organizational Decoupling: The Failure of Rational Program Implementation.
ED 214 259

A Guide to Better Inservice Education in Texas.
ED 214 932

Handbook for General Cooperative Education Teacher-Coordinators in Louisiana. Bulletin 1669.
ED 213 938

Implementation of the Career Education Incentive Act in Tennessee: An Evaluator's Perspective.
ED 213 985

Implementing a State Wide Family Day Care Conference.
ED 214 669

Intake: Alternatives for Facilitating Participant Entry. An Action Planning Guidebook.
ED 213 992

A Massachusetts Career Education Staff Development Research Guide.
ED 213 950

A Massachusetts Guide: Promising Practices in Career Education.
ED 213 951

A Method for Enhancing Training and Monitoring of Program Adaptions and Adoptions in New Situations.
ED 214 306

Minimal Competency Testing: Local School Development and Implementation in Targeted Areas of the United States.
ED 214 986

Operating Ratios and Institutional Characteristics Affecting the Responsiveness of Black Colleges and Universities to Professional Allied Health Programs.
ED 214 466

P.A.C. Planner's Workbook. E.S.E.A. Title I. Revised.
ED 215 066

The Promotional Gates Program: Mid-Year Assessment and Analysis of January, 1982 Test Results. Evaluation Report.
ED 215 011

A Study to Determine the Current Level of Implementation of Eighteen Basic Middle School Principles in the State of Missouri.
ED 214 280//

Supervision Manual: Social Studies Program.
ED 214 831

Program Improvement

A Cause for National Pause: Title I Schoolwide Projects.
ED 214 996

Elementary School Guidance and Counseling: Suggested Guidelines for School Districts.
ED 214 080

Report to the Utah State Board of Education on the Teacher Education Programs at Utah State University.
ED 214 928

Program Length

The Effect of Increased Exploratory Field Experiences Upon the Perceptions and Performance of Student Teachers.
ED 214 935

Effects of Increasing Time Allocated to Student Teaching.
ED 214 936

Programed Instructional Materials

CAP Worksheets.
ED 214 013

How Real Is a Computer Simulation?
ED 214 377

Waukegan Follow Through Balanced Reading Program: Individualized Reading Instruction Manual.
ED 214 117

Programing
Business/Office Occupations Data Processing Data Processing Concepts, Data Entry Operator, Computer Operator, Computer Programmer, Systems Analyst.
ED 213 945

Programing (Broadcast)
Community Involvement in Ethnic Television.
ED 215 050

Public Television and Public Radio Awareness, Viewing and Listening, On-Air Fund Raising, 1981.
ED 214 225

Techniques for Testing the Effectiveness of Minority Portrayals in Multi-Cultural Children's Programming.
ED 214 207

Programs
Intergenerational Programming in Libraries: A Manual Based on the Experiences of the South Bay Cooperative Library System.
ED 214 528

Progressive Education
Teachers' Educational Beliefs. A Study of Schooling in the United States. Technical Report Series, No. 14.
ED 214 884

Project Follow Through
Follow Through Resource Center: Community School 77. Final Evaluation Report, 1980-1981.
ED 215 021

Project PROF
Project PROF: A Professional Development Program for College Faculty.
ED 214 463

Project REACH CO
Project REACH. A Rural Education Approach in a Consortium for Handicapped: A Comprehensive Service Model. 1980-1981, Final Evaluation Report.
ED 214 718

Project SETT UP
Project SETT-UP: Special Education via Telecommunications, Teacher Upgrade. Five Year Report, June 1, 1976-August 31, 1981.
ED 214 331

Project TEACH
Project T.E.A.C.H.: An Evaluative Study.
ED 214 920

Project UPSTART
Project UPSTART. Final Report 1980-1981.
ED 214 342

Assessing Attitudinal Congruency: A Case for Absolute (As Well As Relative) Indices. A Study of Schooling in the United States. Technical Report Series, No. 12.
ED 214 882

Promising Practices
A Massachusetts Guide: Promising Practices in Career Education.
ED 213 951

Promotion (Occupational)
The Status of Librarians in ARL Libraries: An Overview. SPEC Kit #61.
ED 214 539

Promotional Gates Program
The Promotional Gates Program: Mid-Year Assessment and Analysis of January, 1982 Test Results. Evaluation Report.
ED 215 011

Proof (Mathematics)
Elements of the Theory of Generalized Inverses for Matrices.
ED 214 767

Proofreading
Sentence Combining: An Incisive Tool for Proofreading.
ED 214 186

Properties Managers (Theater)
Helping. CAP Job Function.
ED 214 007

Proposal Writing
Arts Proposal Writing. A Sourcebook of Ideas for Writing Proposals for Any School Program. For People Who Thought They Couldn't Write a Proposal, or Wouldn't Ever Need to And for Those Who Didn't Even Realize They Had a Proposal to Make.
ED 214 860

Proposition 13 (California 1978)
Proposition 13: Its Effects on the Missions of the California Community College System Reviewed with Recommendations for the Future and Perceptions of the Management Rights Clause by Managers in CCC's California Community Colleges . Management Report, 1981-2/3.
ED 214 561

Prose Learning
Comparison of Effects of Different Forms of Presentation on the Recall and Retrieval of Information.
ED 214 148

Modeling the Effects of Reading Lessons on Text Processing.
ED 214 129

Psychiatric Aides
U. T. R. Unit Treatment Rehabilitation Program.
ED 214 600

Psycholinguistics
Psycholinguistic Alternatives to Readability Formulas. Document Design Project, Technical Report No. 12.
ED 214 370

Psychological Characteristics
An Evaluation of Gender and Psychological Sex Type as Variables in Communication Research.
ED 214 217

Family Perceptions of Responsibility for Mentally Retarded Children.
ED 214 336

Psychosocial Characteristics of Female Medical Students.
ED 214 462

Psychological Evaluation
Research Trends in School Psychology: 1974-1980.
ED 214 068

Psychological Needs
Path Analytic Frameworks for Behavioral Health Needs Assessment.
ED 214 069

Psychotherapy in a Pluralistic Society.
ED 214 046

Psychological Patterns
Causal Attributions and Normal Mood Variations.
ED 214 043

An Investigation of Precipitating Events and Susceptibility Factors in Depression.
ED 214 071

Preventing Burnout through Counselor Training.
ED 214 075

The Relationship between Communicator Attitudes and Communication Behavior: Initial Evidence.
ED 214 209

The Relationship between Psychological Sex Type and Communication Apprehension.
ED 214 215

Retirement Satisfaction: Is There a Young/Old Old/Old Difference?
ED 214 051

Sex Role Orientation and Self-Esteem: A Critical Meta-Analytic Review.
ED 214 032

Psychological Studies
Research Trends in School Psychology: 1974-1980.
ED 214 068

Psychology
The Development of a Phenomenologically Based Therapeutic Graduate Program: A Contribution to Pluralism in Psychology.
ED 214 077

The Potency of Primary Prevention: A Meta-Analysis of Effect Size.
ED 214 067

Psychometrics
Development and Psychometric Analyses of Major Scales Utilized in A Study of Schooling. A Study of Schooling in the United States. Technical Report Series, No. 4.
ED 214 874

Psychometric Implications of the Unit-of-Analysis Problem'' (With Examples from the Measurement of Organizational Climate). A Study of Schooling in the United States. Technical Report Series, No. 3.
ED 214 873

Psychomotor Skills
Secondary Physical Education Curriculum and Resource Guides. 1980.
ED 214 858

Psychosocial Development
Roots of Traditional Personality Development Among the Zaramo in Coastal Tanzania.
ED 214 623//

Psychotherapy
Gestalt Therapy: Its Inheritance from Gestalt Psychology.
ED 214 061

A Historical Perspective on the Treatment of Incest.
ED 214 041

Mediocrity or Excellence: An Identity Crisis in Gestalt Therapy Training.
ED 214 062

Psychotherapy in a Pluralistic Society.
ED 214 046

Relationship between Degree of Choice in Client's Language and Therapy Outcome.
ED 214 060

Public Affairs Education
Development of Rural Leadership: Problems, Procedures, and Insights. Summary of an Impact Assessment of Public Affairs Leadership Programs Conducted in California, Michigan, Montana, and Pennsylvania and Executive Summary.
ED 214 748

The Federalist Papers Reexamined.
ED 214 856

Public Agencies
Guidelines for Projects in Community Service: A College-Credit Course in Volunteer, Off-Campus Community Work, Career Exploration, On-the-Job Experience.
ED 214 551

Moving to an Interorganizational Context for Public School Education: A Case Study.
ED 214 248

Public and Private Schools (Coleman et al)
Public and Private Schools. An Analysis of High School and Beyond: A National Longitudinal Study for the 1980's.
ED 214 314

Public Education
A Study of the Attitudes toward Public Education of Inner-City Parents with Children Attending Public Schools.
ED 215 038

Public Housing
The Correlates of Psychological Well-Being of Urban Elderly Residents of Public Housing.
ED 214 100

Public Opinion
Early Childhood Education: The Year in Review. A Look at 1981.
ED 214 668//

Testing Potential Cost Saving and Controversial Actions: Community, Staff and Student Support.
ED 214 271

Public Policy
Computer-Based National Information Systems. Technology and Public Policy Issues.
ED 214 500

The Federal Response to Domestic Violence. A Report of the United States Commission on Civil Rights.
ED 215 048

The Future Direction of Correctional Services for Adult Offenders.
ED 215 054

Innovation in Small and Medium Firms.
ED 213 949

Integrated and Early Childhood Education: Preparation for Social Development. Summary Report and Conclusions, Eastern Hemisphere Seminar (2nd, Salisbury, Zimbabwe, February 24-March 7, 1981).
ED 214 625

Planning and Development in The Netherlands: Immigrant Ethnic Minorities in The Netherlands. Vol. XIII, No. 1, 1981.
ED 215 014

Putting America Back to Work: A Concept Paper.
ED 214 577

Rural America in Passage: Statistics for Policy.
ED 214 742

Toward a Strategy for Urban Integration: Lessons in School and Housing Policy from Twelve Cities. A Report to the Ford Foundation.
ED 215 020//

What Is'' Pro-Family Policy? Proceedings of the Bush Interest Group/Symposium (New Haven, Connecticut, May 18-20, 1981).
ED 214 680

Youth Employment in Hawaii: A Policy Document.
ED 213 818

Public Radio
Public Television and Public Radio Awareness, Viewing and Listening, On-Air Fund Raising, 1981.
ED 214 225

Public Relations
Support for School Arts Programs. A Sourcebook of Ideas for Promotion of Any School Program. How To Do It.
ED 214 859

Public Schools
Public and Private Schools. An Analysis of High School and Beyond: A National Longitudinal Study for the 1980's.
ED 214 314

A Report to the Board of Education of Anne Arundel County on the Status of the Schools.
ED 214 937

The State of a New'' Art: Philosophy for Children and Science Education.
ED 214 649

Public Television
Public Television and Public Radio Awareness, Viewing and Listening, On-Air Fund Raising, 1981.
ED 214 225

Publications
Early Childhood Education: The Year in Review. A Look at 1981.
ED 214 668//

Publication Activity of Academic Library Directors.
ED 214 505

Publicity
Support for School Arts Programs. A Sourcebook of Ideas for Promotion of Any School Program. How To Do It.
ED 214 859

Puerto Ricans
No Case for Convergence: The Puerto Rican Spanish Verb System in a Language Contact Situation. Centro Working Papers 5.
ED 214 386
Sometimes I'll Start a Sentence in Spanish Y TERMINO EN ESPANOL'': Toward a Typology of Code-Switching. CENTRO Working Papers, No. 4.
ED 214 394

Punctuation
Errors in Expectations: A Reanalysis of the Problem of Sentence Completeness.
ED 214 183

Pupil Control Ideology Form
Pupil Control Ideology as a Source of Stress: The Student Teacher's Dilemma.
ED 214 917

Pupil Personnel Services
Report of the Task Force on School Counseling and Guidance in Alberta: Planning and Research.
ED 214 087

Purchasing
Choosing a Microcomputer for Use as a Teaching Aid.
ED 214 608

Qualitative Analysis
Fairness in Qualitative Evaluation: Some Implications for Educational Evaluators.
ED 214 988

Qualitative Studies
Qualitative Studies in Context: Reflections on the CSE Studies of Evaluation Use.
ED 214 978

Quality of Life
Path Analytic Frameworks for Behavioral Health Needs Assessment.
ED 214 069
Etude des comportements langagiers dans deux entreprises en debut de processus de francisation (A Study of Language Usage and Attitudes in Two Businesses at the Beginning of the Process of Change from English to French).
ED 214 403

Question Types
The Nature of Questions in Educational Research.
ED 214 982

Questioning Techniques
Classroom Questioning Techniques: The T.V. Taxonomy of Questions.
ED 214 143
Looking at Needs Assessment for Staff Development. A Research Study.
ED 214 903
Modifying Teacher Questioning Behavior in Classroom Interaction.
ED 214 769

Questionnaires
Looking at Needs Assessment for Staff Development. A Research Study.
ED 214 903

Questions
Evolution de la notion d'acceptabilite a travers les niveaux de langue chez des enfants de 6 a 11 ans (Evolution of the Notion of Acceptability across Language Levels among Children Aged Six to Eleven).

ED 214 367
Managing Questions: Data from Second Language Learners of Swedish.
ED 214 401

Race
Data on Earned Degrees Conferred by Institutions of Higher Education by Race, Ethnicity, and Sex, Academic Year 1978-1979. Volumes I and

II.
ED 214 456
Techniques for Testing the Effectiveness of Minority Portrayals in Multi-Cultural Children's Programming.
ED 214 207

Racial Balance
Research on Selection Methods and Programming for Advanced Black Students at the Secondary Level of Education. Final Report.
ED 215 047

Racial Bias
College Students Cope With Color.
ED 215 056
The Color of Misbehaving: Two Case Studies of Deviant Boys in a Magnet School.
ED 215 062
Integrated and Early Childhood Education: Preparation for Social Development.
ED 214 684
Serving Minority Children in Rural Settings: A Personal Perspective.
ED 214 045

Racial Composition
Determining the College Destination of Black Students.
ED 215 031
The Effect of Court-Ordered Desegregation on Minority Students' Achievement: There's No Place Like Home.
ED 215 063

Racial Differences
Education That is Multicultural: A University's Response.
ED 214 913

Racial Discrimination
The Color of Misbehaving: Two Case Studies of Deviant Boys in a Magnet School.
ED 215 062

Racial Identification
Techniques for Testing the Effectiveness of Minority Portrayals in Multi-Cultural Children's Programming.
ED 214 207

Racial Integration
San Diego Plan for Racial Integration, 1979-82. Revised.
ED 215 006
Toward a Strategy for Urban Integration: Lessons in School and Housing Policy from Twelve Cities. A Report to the Ford Foundation.
ED 215 020//

Radiation Effects
Ionizing and Nonionizing Radiation Protection. Module SH-35. Safety and Health.
ED 213 869

Radio

Second Language Teaching and Radio: An Annotated Bibliography.
ED 214 400

Rating Scales
An Inter-Observer Reliability Study of the SRI Observation System as Modified for Use in a Study of Schooling. A Study of Schooling in the United States. Technical Report Series, No. 27
ED 214 895

A Method for Enhancing Training and Monitoring of Program Adaptions and Adoptions in New Situations.
ED 214 306

Readability
Abbreviations: Their Effects on Comprehension of Classified Advertisements.
ED 214 108

The Language of the Bureaucracy. Document Design Project, Technical Report No. 15.
ED 214 371

Readability Formulas
Psycholinguistic Alternatives to Readability Formulas. Document Design Project, Technical Report No. 12.
ED 214 370

Reader Response
The Phenomenology of Composition: The Application of Certain Principles of Reader-Response Criticism to the Teaching of Composition.
ED 214 201

Reading Ability
Construction and Practicability of Cloze Procedures in Diagnosis and Establishing Support Programs in College Reading.
ED 214 105

The Effect of the States of Prior Knowledge on Question Answering.
ED 214 121

An Investigation of the Relationship Between a Measure of Functional Literacy and Level of Functioning in Society.
ED 214 997

Peers' Requests and Responses in Third-Grade Reading Groups.
ED 214 119

Skill Patterns of Precocious Readers.
ED 214 133

Reading Achievement
Bilingual Pupil Services. E.S.E.A. Title I. Final Evaluation Report, 1980-1981.
ED 215 072

Designing Instruction for Mastery Learning.
ED 214 916

Improving Schools for Low Achieving Children: A System Dynamics Policy Study.
ED 214 243

The Relationship between Reading Related Background Variables and Comprehension Achievement: A Secondary Analysis of the 1979-80 Reading/Literature Assessment Data.
ED 214 132

The Relationship of Maternal Inputs and SES to Reading Achievement in Black Families.
ED 214 135

Television Viewing Behavior and the Development of Reading Skills: Survey Evidence.
ED 214 150

Reading Aloud to Others

What Pictures Can and Can't Do for Children's Story Understanding.
ED 214 664

Reading Attitudes

Ethnographic Research on Word Recognition Strategies of Adult Beginning Readers: Summary Report.
ED 213 990

How to Grow a Happy Reader: Report on a Study of Parental Involvement As It Relates to a Child's Attitudes and Achievement in the Acquisition of Reading Skills. Research Monograph No. 27.
ED 214 124

Reading Centers

An "All Right" High School Reading Program.
ED 214 115

Reading Comprehension

Abbreviations: Their Effects on Comprehension of Classified Advertisements.
ED 214 108

Causal Cohesion and Story Coherence.
ED 214 147

Comprehending Procedural Instructions: The Influence of Metacognitive Strategies.
ED 214 130

The Effect of the States of Prior Knowledge on Question Answering.
ED 214 121

Individual Differences in Comprehension of Multiple Episode Stories.
ED 214 136

Modeling the Effects of Reading Lessons on Text Processing.
ED 214 129

Organizational Strategies to Increase Content Area Learning: Webbing, Pyramiding, and Think Sheets.
ED 214 139

Psycholinguistic Alternatives to Readability Formulas. Document Design Project, Technical Report No. 12.
ED 214 370

The Relationship between Reading Related Background Variables and Comprehension Achievement: A Secondary Analysis of the 1979-80 Reading/Literature Assessment Data.
ED 214 132

The Relationships between Student Retellings and Selected Comprehension Measures.
ED 214 127

A Technique for Improving the Understanding of Expository Text: Gloss (Part 1); Examples of Gloss Notation (Part 2).
ED 214 120

The Use of Writing to Improve Reading Comprehension.
ED 214 102

Reading Diagnosis
Construction and Practicability of Cloze Procedures in Diagnosis and Establishing Support Programs in College Reading.
ED 214 105
A Study of Preceptor Training of Classroom Teachers in Reading Diagnosis.
ED 214 161

Reading Habits
Ethnographic Research on Word Recognition Strategies of Adult Beginning Readers: Summary Report.
ED 213 990
Television Viewing and Leisure Reading: A Qualitative Analysis.
ED 214 106

Reading Improvement
Evaluation Report: ESEA Title I Projects, Fiscal Year 1981.
ED 215 023
How to Grow a Happy Reader: Report on a Study of Parental Involvement As It Relates to a Child's Attitudes and Achievement in the Acquisition of Reading Skills. Research Monograph No. 27.
ED 214 124
Title I Elementary and Secondary Act, 1965. Evaluation Reports, 1980-1981.
ED 215 037
The Use of Writing to Improve Reading Comprehension.
ED 214 102

Reading Instruction
An "All Right" High School Reading Program.
ED 214 115
Bible References by Computer for Adult Reading Teachers.
ED 214 114
Classroom Questioning Techniques: The T.V. Taxonomy of Questions.
ED 214 143
A Classroom Teacher's Guide to Reading Improvement in Middle School Language Arts. Revised Edition. Resource Monograph No. 18.
ED 214 125
A Classroom Teacher's Guide to Reading Improvement in Middle School Science. Resource Monograph No. 19.
ED 214 123
A Classroom Teacher's Guide to Reading Improvement in Middle School Social Studies. Revised Edition. Resource Monograph No. 17.
ED 214 122
Computer Technology and Reading Instruction: Perspectives and Directions.
ED 214 131
Designing Reading Instruction for Cultural Minorities: The Case of the Kamehameha Early Education Program.
ED 215 039
Development of a Junior College CMI Computer-Managed Instruction Reading Instruction Program.
ED 214 613
Ethnographic Research on Word Recognition Strategies of Adult Beginning Readers: Summary Report.
ED 213 990
The Functions of Reading in Four Elementary Classrooms and Their Effects on Children's Reading Interests.
ED 214 103

Help for the Reading Teacher: Dealing with Limited English Proficient (LEP) Children in Classroom and Reading Center.
ED 214 158

Lau Kukui: Level II Hawaiin Language Reader and Teacher's Guide.
ED 214 402

Limitations of the Tests in the Light of Recent Research in Reading and Learning: Problems, Possiblities, and a Program for Change.
ED 214 156

Minimum Competency Doesn't Mean Minimum Teaching.
ED 214 104

Modeling the Effects of Reading Lessons on Text Processing.
ED 214 129

Organizational Strategies to Increase Content Area Learning: Webbing, Pyramiding, and Think Sheets.
ED 214 139

A Reading and Writing Program Using Language-Experience Methodology Among Adult ESL Students in a Basic Education Program. Administrators/Instructors Manual.
ED 213 914

A Reading and Writing Program Using Language-Experience Methodology Among Adult ESL Students in a Basic Education Program. Volunteer Tutor Manual.
ED 213 915

Releasing the Remedial Reader's Creative Power.
ED 214 141

Reliability and Validity of Curriculum-Based Informal Reading Inventories.
ED 214 155

The Social Construction of Reading Lessons: Insights into Social Reproduction.
ED 214 149

The Status of Reading Instruction in the College of Education at Southern University, Baton Rouge, Louisiana.
ED 214 109

A Technique for Improving the Understanding of Expository Text: Gloss (Part 1); Examples of Gloss Notation (Part 2).
ED 214 120

Thinking Is a Basic Skill: Creating Humanities Materials for the Adult New Reader.
ED 213 822

Towards a New Theory of Reading Instruction.
ED 214 157

Waukegan Follow Through Balanced Reading Program: Individualized Reading Instruction Manual.
ED 214 117

Reading Interests

The Functions of Reading in Four Elementary Classrooms and Their Effects on Children's Reading Interests.
ED 214 103

Television Viewing and Leisure Reading: A Qualitative Analysis.
ED 214 106

Reading Material Selection

Knowing and Caring Toward an Effective Social Studies Reading Program.
ED 214 146

Television Viewing and Leisure Reading: A Qualitative Analysis.
ED 214 106

Reading Materials

Science in Society, Omnibus Pack, Readers A-L.''
ED 214 753//

Statement of Goals and Purposes: Earliest Learning Materials and Safety Education.
ED 214 128

What Shall Our Children Read? A Selected Bibliography of American Indian Literature for Young People.
ED 214 695

Reading Processes

Computer Technology and Reading Instruction: Perspectives and Directions.
ED 214 131

Modeling the Effects of Reading Lessons on Text Processing.
ED 214 129

Teachers' Understanding of the Reading Process.
ED 214 159

A Technique for Improving the Understanding of Expository Text: Gloss (Part 1); Examples of Gloss Notation (Part 2).
ED 214 120

Reading Programs

An Adaptation of the Standards for Evaluations'' for the Interpretation of Reading Program Evaluations. Final Report.

ED 214 110

An "All Right" High School Reading Program.
ED 214 115

Blue Ridge Technical College Adult Reading Project.
ED 214 145

Designing Reading Instruction for Cultural Minorities: The Case of the Kamehameha Early Education Program.
ED 215 039

Developing Reading Ability by Using Literature for Values Clarification in Social Studies.
ED 214 819

An Examination of the Content Area Reading Inservice Program at Fort Wayne Community Schools.
ED 214 140

How to Grow a Happy Reader: Report on a Study of Parental Involvement As It Relates to a Child's Attitudes and Achievement in the Acquisition of Reading Skills. Research Monograph No. 27.
ED 214 124

Knowing and Caring Toward an Effective Social Studies Reading Program.
ED 214 146

Title I Children's Program: Learning to Read through the Arts. Final Evaluation Report, 1980-1981.
ED 215 067

Waukegan Follow Through Balanced Reading Program: Individualized Reading Instruction Manual.
ED 214 117

Reading Readiness

Curriculum Guide: Reading Readiness.
ED 214 629

Differential Effect of Length of Day on Kindergarten Readiness.
ED 214 144

Once Upon a Springtime: Kindergarten Science Experiences to Enhance Reading Readiness.
ED 214 683

Reading Research

Abbreviations: Their Effects on Comprehension of Classified Advertisements.
ED 214 108

Bible References by Computer for Adult Reading Teachers.
ED 214 114

Causal Cohesion and Story Coherence.
ED 214 147

A Comparative Analysis of Miscues in Content Area Reading.
ED 214 107

Comparison of Effects of Different Forms of Presentation on the Recall and Retrieval of Information.
ED 214 148

Comprehending Procedural Instructions: The Influence of Metacognitive

Strategies.

ED 214 130

Construction and Practicability of Cloze Procedures in Diagnosis and Establishing Support Programs in College Reading.

ED 214 105

The Effect of the States of Prior Knowledge on Question Answering.

ED 214 121

The Effects of Word Potency, Frequency, and Graphic Characteristics on Word Recognition in the Parafoveal Field.

ED 214 138

The Functions of Reading in Four Elementary Classrooms and Their Effects on Children's Reading Interests.

ED 214 103

How to Grow a Happy Reader: Report on a Study of Parental Involvement As It Relates to a Child's Attitudes and Achievement in the Acquisition of Reading Skills. Research Monograph No. 27.

ED 214 124

Individual Differences in Comprehension of Multiple Episode Stories.

ED 214 136

An Investigation of the Trends in Vocabulary Research and the Effects of Prior Knowledge on Instructional Strategies for Vocabulary Acquisition.

ED 214 118

The Keyword Method and Children's Vocabulary Learning: An Interaction with Vocabulary Knowledge.

ED 214 126

Limitations of the Tests in the Light of Recent Research in Reading and Learning: Problems, Possiblities, and a Program for Change.

ED 214 156

Modeling the Effects of Reading Lessons on Text Processing.

ED 214 129

Reading Research Synthesis: Problems and Challenges.

ED 214 134

The Relationship of Maternal Inputs and SES to Reading Achievement in Black Families.

ED 214 135

The Relationships between Student Retellings and Selected Comprehension Measures.

ED 214 127

Reliability and Validity of Curriculum-Based Informal Reading Inventories.

ED 214 155

Skill Patterns of Precocious Readers.

ED 214 133

The Social Construction of Reading Lessons: Insights into Social Reproduction.

ED 214 149

The Social Origins of Comprehension Skills at the Pre-Reading Level.

ED 214 116

The Status of Reading Instruction in the College of Education at Southern University, Baton Rouge, Louisiana.
ED 214 109

A Study of Preceptor Training of Classroom Teachers in Reading Diagnosis.
ED 214 161

Teachers' Understanding of the Reading Process.
ED 214 159

Television Viewing and Leisure Reading: A Qualitative Analysis.
ED 214 106

Television Viewing Behavior and the Development of Reading Skills: Survey Evidence.
ED 214 150

A Think-Aloud Protocol from a Critical Reader Reading a Study from The Journal of Reading.''
ED 214 113

Vocabulary-Test Errors and Word Learning. Technical Report 1981-8.
ED 214 137

Reading Skills

The Art of Movement and Letter Learning.
ED 214 912

Guidelines for the Teaching of Test Taking Skills Senior High.
ED 214 154

Skill Patterns of Precocious Readers.
ED 214 133

The Teaching of Test Taking Skills, Fifth Grade Level. Revised Edition.
ED 214 152

The Teaching of Test Taking Skills, Grades 7 and 9.
ED 214 153

The Teaching of Test Taking Skills-Grade Three. Revised Edition.
ED 214 151

Reading Strategies

The Effect of the States of Prior Knowledge on Question Answering.
ED 214 121

Individual Differences in Comprehension of Multiple Episode Stories.
ED 214 136

Organizational Strategies to Increase Content Area Learning: Webbing, Pyramiding, and Think Sheets.
ED 214 139

A Technique for Improving the Understanding of Expository Text: Gloss (Part 1); Examples of Gloss Notation (Part 2).
ED 214 120

Reading Teachers

Teachers' Understanding of the Reading Process.
ED 214 159

A Think-Aloud Protocol from a Critical Reader Reading a Study from The Journal of Reading.''
ED 214 113

Reading Tests

Assessment of Mandatory Placement in Communications: Fall 1981.
ED 214 599

Limitations of the Tests in the Light of Recent Research in Reading and Learning: Problems, Possiblities, and a Program for Change.
ED 214 156

Reading Writing Relationship
Toward a Meaningful Model of Written Language Development.
ED 214 174

The Use of Writing to Improve Reading Comprehension.
ED 214 102

Reauthorization Legislation
Hearings on Reauthorization of the Vocational Education Act of 1963. Part 4: Bilingual Vocational Training. Hearing Before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-Seventh Congress. First Session on H.R. 66 (October 14, 1981).
ED 213 971

Recall (Psychology)
Causal Cohesion and Story Coherence.
ED 214 147

Comparison of Effects of Different Forms of Presentation on the Recall and Retrieval of Information.
ED 214 148

Deaf Readers' Comprehension of Individual Sentences.
ED 214 325

Individual Differences in Comprehension of Multiple Episode Stories.
ED 214 136

Memory for Words Processed by Preschool Children.
ED 214 679

Personality and Accuracy of Retrospective Reports of Aging Women.
ED 214 065

Recall of Scripts by Preschool Children.
ED 214 660

The Relationships between Student Retellings and Selected Comprehension Measures.
ED 214 127

Retrospective Reports of Aging Spouses of Past Events in Their Lives Together.
ED 214 064

Retrospective Reports of Important Personal Events by Aging Persons.
ED 214 063

That's What We Enjoyed in the Old Days: Retrospective Reports.
ED 214 066

Reciprocity
Drug Program Report: Credentialing.
ED 214 036

Reciprocity in Preschool Peers' Social Interaction.
ED 214 644

Recognition (Achievement)
A Guide for Planning, Organizing and Conducting an Adult Education Ceremony.
ED 214 714

Recognition (Psychology)
Memory for Words Processed by Preschool Children.
ED 214 679

Recreational Reading
Television Viewing and Leisure Reading: A Qualitative Analysis.
ED 214 106

Recruitment
How to Work Effectively with Alumni Boards.
ED 214 434
Intake: Alternatives for Facilitating Participant Entry. An Action Planning Guidebook.
ED 213 992
Recruitment and Selection Practices in ARL Libraries. SPEC Kit 078.
ED 214 537

Reduction in Force
Resource Handbook on Manpower Flexibility Options in Ontario Universities.
ED 214 409
Teachers under Duress: Some Effects of Declining Enrollment and District Staffing Policies.
ED 214 245

Reentry Students
An Assessment of a Community College Reentry Program for Women.
ED 214 557
Fear of Success and Achievement Anxiety in Reentry Versus Non-Reentry Women.
ED 214 479
The Returning Student: Writing Anxiety and General Anxiety.
ED 214 558

Reference Materials
So You Are Doing Research! An Annotated Guide to Library Materials in Political Science and Related Fields. Third Edition.
ED 214 507
What Shall Our Children Read? A Selected Bibliography of American Indian Literature for Young People.
ED 214 695

Reference Services
External User Services. SPEC Kit 073.
ED 214 533
International Federation of Library Associations Annual Conference Papers. General Research Libraries Division: Parliamentary Libraries and National Libraries Sections (47th, Leipzig, East Germany, August 17-22, 1981).
ED 214 510
Online Bibliographic Search Services. SPEC Kit No. 76.
ED 214 536

Refugees
A Future for Us All. A Resource Guide for Refugee Women's Program Development.
ED 214 405
Information Services Assessment Report: Indochinese Refugee Resettlement Program.
ED 215 003
The Resettlement of Indochinese Refugees in the United States: A Selected Bibliography.
ED 215 004

Social Adaptation of Refugees. A Guide for Service Providers.
ED 214 404

Regional Characteristics
Annual Salary Study and Survey of Selected Personnel Issues, 1981. A Report on Administrative and Professional Staff and Salaries in Voluntary CWLA Member Agencies.
ED 214 624//

Regional Dialects
Stereotyped Attitudes toward Various Portuguese Accents. Focus, Number 4.
ED 214 388

Regional Programs
Report of METRO Task Force to Study NYSILL.
ED 214 506

Regression (Statistics)
Measurement Error and SAT Score Change.
ED 214 984

Rehabilitation
Misplanning for Disabilities in Asia.
ED 214 326

Peace Corps in Special Education and Rehabilitation. Case Study CS-2. Appropriate Technologies for Development
ED 214 340

Using Microcomputers for Cognitive Rehabilitation.
ED 214 501

Rehabilitation Act 1973
Affirmative Action to Employ Mentally Restored People.
ED 213 912

Rehabilitation Counseling
Readjustment Counseling Programs for Vietnam Veterans. Hearing Before the Subcommittee on Hospitals and Health Care of the Committee on Veterans' Affairs, House of Representatives, Ninety-Seventh Congress, First Session. Parts I and II.
ED 214 482

Rehabilitation Programs
Employment and Crime: A Review of Theories and Research.
ED 213 980

Rehearsal Strategies
Verbal Rehearsal Strategies and Metamemory in Learning Disabled Children.
ED 214 354

Relevance (Education)
Foundations in Gerontological Education: Issues and Dilemmas for Students.
ED 214 084

The State of the Nation and the Agenda for Higher Education.
ED 214 452//

Reliability
Retrospective Reports of Aging Spouses of Past Events in Their Lives Together.
ED 214 064

Religious Differences
The Moving Cultural Frontier of World Order: From Monotheism to North-South Relations.
ED 214 854

Religious Education
Small Schools: Quality Schools. Five Rooms or Less.'' Information Bulletin 31079.
ED 214 743

Remedial Instruction
Basic Writers Perceive the Process of Composing.
ED 214 188

Combatting Math Anxiety While Building Basic Skills: There is Time for Both.
ED 214 619

A Comparison of College Freshman Achievement in Remedial English Courses and in Freshman Composition Courses at a Two-Year College.
ED 214 615

The Developmental Program at Alvin Community College: A Description. Revised Edition.
ED 214 574

Development of a Junior College CMI Computer-Managed Instruction Reading Instruction Program.
ED 214 613

High School Preparation as Viewed by Academically Underprepared College Students.
ED 214 580

PLATO in the Community College: Students, Faculty and Administrators Speak Out.
ED 214 549

Proceedings of the Southeastern Writing Center Conference (2nd,

University of Alabama, February 6, 1982).
ED 214 164

Sentence Combining: An Incisive Tool for Proofreading.
ED 214 186

Remedial Mathematics
Combatting Math Anxiety While Building Basic Skills: There is Time for Both.
ED 214 619

Factors Related to Problem Solving by College Students in Developmental Algebra.
ED 214 614

Faculty-Counselor Collaboration in the Developmental Classroom: A How-To Manual.
ED 214 056

Remedial Programs
Evaluating Developmental English Programs in Georgia.
ED 214 166

Remedial Reading
Releasing the Remedial Reader's Creative Power.
ED 214 141

The Social Construction of Reading Lessons: Insights into Social Reproduction.
ED 214 149

Reminiscence
Reminiscence and Its Relationship to the Psychological Adjustment of the Elderly.
ED 214 053

Reproduction (Biology)
The Reproductive System and Instructor's Guide: The Reproductive System. Health Occupations Education Module. Instructional Materials in Anatomy and Physiology for Pennsylvania Health Occupations Programs.
ED 213 970

Reprography
Fees for Service. SPEC Kit #74.
ED 214 534

Reputation
Employment of Baccalaureate Graduates: The Effect of Institutional Reputation, Location, and Executive Alma Mater.
ED 214 460

The Image and Reputation of General College: A Survey of the University Community.
ED 214 475

Research and Development Centers
Asian Pacific American Research Seminars. Final Report, 1979-1981.
ED 215 043

The Regional Laboratory Connection. Improving Educational Practices Through Systematic Research and Development.
ED 214 908

The Regional Laboratory Connection. Improving Educational Practices Through Systematic Research and Development. Executive Summary.
ED 214 907

Research Design
Advantages of Randomized Experiments for Research in Composition.
ED 214 198

Experiencing Research. A Study of Schooling in the United States. Technical Report Series, No. 8.
ED 214 878

The Methodology of Classroom Observation in a Study of Schooling. A Study of Schooling in the United States. Technical Report Series, No. 5.
ED 214 875

Some Methodological Issues in Developing Measures of Classroom Learning Environment. A Study of Schooling in the United States. Technical Report Series, No. 6.
ED 214 876

A Study of Schooling: Methodology. A Study of Schooling in the United States. Technical Report Series, No. 2.
ED 214 872

Research Libraries

ARL Annual Salary Survey, 1981.
ED 214 524

External User Services. SPEC Kit #73.
ED 214 533

Fees for Service. SPEC Kit #74.
ED 214 534

International Federation of Library Associations Annual Conference Papers. General Research Libraries Division: Parliamentary Libraries and National Libraries Sections (47th, Leipzig, East Germany, August 17-22, 1981).
ED 214 510

International Federation of Library Associations Annual Conference Papers. General Research Libraries Division: University Libraries Section (47th, Leipzig, East Germany, August 17-22, 1981).
ED 214 511

Internships and Job Exchanges: Internships in ARL Libraries. SPEC Kit No. 79.
ED 214 535

Online Bibliographic Search Services. SPEC Kit No. 76.
ED 214 536

Recruitment and Selection Practices in ARL Libraries. SPEC Kit #78.
ED 214 537

Salary Compensation Systems for Librarians: A Study of Ten Members of the Association of Research Libraries. Occasional Paper Number 5.
ED 214 542

Staff Development. SPEC Kit #75.

ED 214 538

The Status of Librarians in ARL Libraries: An Overview. SPEC Kit #61.
ED 214 539

The Use of Small Computers in ARL Libraries. SPEC Kit #77.
ED 214 540

User Surveys and Evaluation of Library Services. SPEC Kit #71.
ED 214 541

Research Methodology

Advantages of Randomized Experiments for Research in Composition.
ED 214 198

Development and Psychometric Analyses of Major Scales Utilized in A Study of Schooling. A Study of Schooling in the United States. Technical Report Series, No. 4.
ED 214 874

An Evaluation of Gender and Psychological Sex Type as Variables in Communication Research.
ED 214 217

Experiencing Research. A Study of Schooling in the United States. Technical Report Series, No. 8.
ED 214 878

Methodological Considerations in Studies of Effective Principals.
ED 214 985

The Methodology of Classroom Observation in a Study of Schooling. A Study of Schooling in the United States. Technical Report Series, No. 5.
ED 214 875

On Building an A-Posteriori Index from Survey Data: A Case for Educational Planners' Assessment of Attitudes towards an Educational Innovation.
ED 214 964

Psychometric Implications of the Unit-of-Analysis Problem'' (With Examples from the Measurement of Organizational Climate). A Study of Schooling in the United States. Technical Report Series, No. 3.
ED 214 873

Qualitative Studies in Context: Reflections on the CSE Studies of Evaluation Use.
ED 214 978

Reading Research Synthesis: Problems and Challenges.
ED 214 134

A Study of Schooling: Methodology. A Study of Schooling in the United States. Technical Report Series, No. 2.
ED 214 872

Writing in Non-Academic Settings.
ED 214 163

Research Needs

Chronic Diseases in the Pediatric Age Group. Matrix No. 7.
ED 214 632

A Delphi Study to Determine Needed Middle School Research.

ED 214 281//

Effects of Prescription Drugs During Pregnancy. Hearing Before the Subcommittee on Investigations and Oversight of the Committee on Science and Technology, U.S. House of Representatives, Ninety-Seventh Congress, First Session (July, 30, 1981).
ED 214 658

Integrated and Early Childhood Education: Preparation for Social Development. Theme A: Relevant Provision for Early Childhood.
ED 214 687

The Motion Picture Audience: A Neglected Aspect of Film Research.
ED 214 211

The Place of Teachers' Beliefs in Research on Teacher Thinking and Decision Making, and on Alternative Methodology.
ED 214 864

The Potency of Primary Prevention: A Meta-Analysis of Effect Size.
ED 214 067

The Preschool Teacher as an Adult Learner.
ED 214 656

Research Problems

A Comparative Study of Sampling Procedures in Counseling Process Research.
ED 214 039

Evaluation Strategies for Urban Intervention Program. Proceedings from the Workshop on Urban Intervention Programs (Washington, DC, October 23, 1980).
ED 215 008

Experiencing Research. A Study of Schooling in the United States. Technical Report Series, No. 8.
ED 214 878

Issues Pertaining to the Transfer Function of the California Community Colleges: A Report Adopted by the Executive Committee of the Academic Senate for California Community Colleges.
ED 214 550

Methodological Considerations in Studies of Effective Principals.
ED 214 985

The Problem and Problem Delineation Techniques. Phi Delta Kappa Occasional Paper No. 1.
ED 214 969

Research Projects
American Study Programs in China: An Interim Report Card.
ED 214 447

Coordination of NSF Projects in the Area of Continuing Education for Scientists and Engineers.
ED 214 789

Experiencing Research. A Study of Schooling in the United States. Technical Report Series, No. 8.
ED 214 878

Interuniversity Co-Operation in the Europe Region.
ED 214 410

The Methodology of Classroom Observation in a Study of Schooling. A Study of Schooling in the United States. Technical Report Series, No. 5.
ED 214 875

Status Report on Programs and Projects (As of January 1, 1982).
ED 215 055

Undergraduate Project Work.
ED 214 439

Undergraduate Project Work. Part I: The Report and Part II: Questionnaire Responses.
ED 214 440

Research Reports
The Organization of Reports of Scientific Experiments.
ED 214 190

Research Utilization
Asian Pacific American Research Seminars. Final Report, 1979-1981.
ED 215 043

Improving Evaluation Use in Local School Settings. Optimizing Evaluation Use: Final Report.
ED 214 998

Opportunities for Schools of Education to Foster Practitioner Involvement in the Improvement of Teaching.
ED 214 862

Research Utilization in Social Work Education.
ED 214 810

Researchers
The Participation of Minorities and Women in Education R&D Leadership and Management: An Annotated Bibliography.
ED 214 433

Reservation American Indians
Behavioral Characteristics of Gifted Navajo Students as Correlated with Intellectual Ability and Creativity.
ED 214 713

Papago Food Production and Nutrition Education Project.
ED 214 735

Rough Rock Demonstration School Basic Skills Improvement Project. Final Report.
ED 214 709

Reserves (Financial)
Revenue and Expenses of Ontario Universities, 1980-81. Volume III Operating Fund Net Change in Appropriated Reserves and Unappropriated Funds.
ED 214 415

Residential Programs
Cluster Analysis as a Basis for Treatment Program Organization.
ED 214 356

Resource Allocation

Determinants of Service Expansion in Local Communities: Organizational Needs or Needs of the Elderly?
ED 214 079

Federal Funding to Two Year Colleges, Fiscal Year 81.
ED 214 576

Rational Budgeting? The Stanford Case.
ED 214 468

Resource Allocation and Evaluation Model for Providing Services to the Multiply Handicapped in the Bergen County Special Services School District.
ED 214 335

Revenue and Expenses of Ontario Universities, 1980-81. Volume III Operating Fund Net Change in Appropriated Reserves and Unappropriated Funds.
ED 214 415

Utilization and Effects of Alternative Measures of Comparability: Executive Summary.
ED 214 953

Resource Centers
Follow Through Resource Center: Community School 77. Final Evaluation Report, 1980-1981.
ED 215 021

Resource Materials
Career Education Materials for Employment and Training Programs. Catalog.
ED 213 997

Preparing to Teach Economics: Approaches and Resources. Revised and Expanded Edition.
ED 214 837

Student Council Activity Resource Book.
ED 214 239

Resources in Education
Resources in Education (RIE). Volume 17, Number 8.
ED 213 817

Respiratory System
The Respiratory System and Instructor's Guide: The Respiratory System. Health Occupations Education Module: Instructional Materials in Anatomy and Physiology for Pennsylvania Health Occupations Programs.
ED 213 966

Responses
Defining Writing: Effects of Discourse and Response Mode.
ED 214 168

Responsibility
Accept Responsibility. Work Maturity Skills. Competency 6.0.
ED 214 021

Resumes
Prepare for the Job Search. Job Search. Competency 1.0.
ED 214 025

Retailing
Parts Counter. Pre-Apprenticeship Phase 2 Training. Instructor's Guide.
ED 213 897

Parts Counter. Pre-Apprenticeship Phase 2 Training. Student Training Modules.
ED 213 898

Retailing I: A Foundation for Marketing and Distributive Education Curriculum Development.
ED 213 933

Retention (Psychology)
Organizational Strategies to Increase Content Area Learning: Webbing, Pyramiding, and Think Sheets.
ED 214 139

Retirement
Employment & Retirement: A Management-Labor Dialogue. Proceedings of an Industry Conference on Employment and Retirement; A Pre-White House Conference on Aging Activity (Annapolis, Maryland, May 18-20, 1980).
ED 213 929

Retirement Satisfaction: Is There a Young/Old Old/Old Difference?
ED 214 051

Retraining
Correctional Retraining in the Navy: An Evaluation. Final Report, FY80-81.
ED 213 911

U. T. R. Unit Treatment Rehabilitation Program.
ED 214 600

Retrenchment
Medicaid Cutbacks on Infant Care. Hearing Before the Subcommittee on Oversight and Investigations and the Subcommittee on Health and Environment of the Committee on Energy and Commerce, House of Representatives, Ninety-Seventh Congress, First Session (July 27, 1981).
ED 214 642

Redirecting Higher Education in a Time of Budget Reduction. Issues in Higher Education.
ED 214 486

What is the Problem of Retrenchment in Higher Education?
ED 214 471

Revision (Written Composition)
Reinventing the Rhetorical Tradition.
ED 214 162

Rhetoric
Reinventing the Rhetorical Tradition.
ED 214 162

Static Abstractions and the Teaching of Writing.
ED 214 176

Toward a Rhetorical Theory of Style.
ED 214 178

Rhetorical Theory
Toward a Rhetorical Theory of Style.
ED 214 178

Rhode Island
The Status of Elementary Social Studies Education in Selected Rhode Island Public Schools.
ED 214 812

Role Conflict
Role Conflict and Accord: The Artist and Humanist in the University.
ED 214 432

Role Delineation
The Development of Standards to Ensure the Competency of Physician Assistants. Volume II of V: Role Delineation for the Physician Assistant. Final Report, July 1, 1976-August 14, 1979.
ED 213 917

The Development of Standards to Ensure the Competency of Physician Assistants. Volume I of V: Summary Report. Final Report, July 1, 1976-August 14, 1979.
ED 213 916

Role Models
Migratory Status and School Achievement: Analysis of Critical Mediating Variables.
ED 214 721

Self-Concept Orientations and Modeling Observations of Delinquent Males through Talk/Film Sessions.
ED 214 523

When Prohibition Works: Alternatives to Violence in the Odyssey House Youth Program and in the Family.
ED 214 054

Role Perception
A Multigenerational Perspective on the Task Field of Parents.
ED 214 076

Preventing Burnout through Counselor Training.
ED 214 075

Research Trends in School Psychology: 1974-1980.
ED 214 068

Sociological Approaches to Issues on Teacher Burnout.
ED 214 910

A Study of the Perceptions of Performance Skills of Middle School Principals by Selected Teachers and Principals.
ED 214 288//

Transactions Among Partners.
ED 214 730

Roofing
Building and Making. CAP Job Function.
ED 214 005

Root Words
Medical Terminology: Using Some Common Prefixes, Suffixes, and Roots. Health Occupations Education Module.
ED 213 961

Roper Research Surveys
The Impact of Minority Presence in Girl Scouting on White and Minority Communities. Executive Summary.
ED 215 015

Ropes
Using Ropes, Chains and Slings Safely. Module SH-14. Safety and Health
ED 213 848

Rural Areas
An Ecological Study of Crime in Rural Ohio.
ED 214 717

Providing Formal Class Structure On-Site for Rural Teacher Development.
ED 214 727

Regional, Rural Home ABE Program Spells Impact.
ED 214 747

Rural America in Passage: Statistics for Policy.
ED 214 742

Transactions Among Partners.
ED 214 730

Rural Development
Catastrophe Models: Some Illustrations and Potential for Social Impact Assessment.
ED 214 691

Rural America in Passage: Statistics for Policy.
ED 214 742

Towards the Third Cycle of APEID. Final Report. Regional Consultation Meeting on the Asian Programme of Educational Innovation for Development (7th, Bangkok, Thailand, June 1-10, 1981).
ED 214 697

Transactions Among Partners.
ED 214 730

Transactive Planning as a Principia Media in Rural Planning Education.
ED 214 729

Women and Economic Development in Cameroon.
ED 214 694

Rural Education
Project REACH. A Rural Education Approach in a Consortium for Handicapped: A Comprehensive Service Model. 1980-1981, Final Evaluation Report.
ED 214 718

The Rural Education and Agriculture Program (READ): Belize's New Approach to Rural Primary Education.
ED 214 744

Strengthening the Community/Education Partnership: The San Juan RFD

Model of Public Involvement. Public Involvement Using the Rural Futures Development Strategy.
ED 214 749

Rural Education and Agriculture Program (Belize)
The Rural Education and Agriculture Program (REAP): Belize's New Approach to Rural Primary Education.
ED 214 744

Rural Futures Development Strategy
Strengthening the Community/Education Partnership: The San Juan RFD Model of Public Involvement. Public Involvement Using the Rural Futures Development Strategy.
ED 214 749

Rural Population
Development of Rural Leadership: Problems, Procedures, and Insights. Summary of an Impact Assessment of Public Affairs Leadership Programs Conducted in California, Michigan, Montana, and Pennsylvania and Executive Summary.
ED 214 748

The Message Transferred. A Record of Data Feedback Procedures to Interested Agency Clienteles and County Citizens as Part of the Human Service Agencies' Collaboration in the Delivery of Services and Amenities to Rural Citizens in Clinton County, New York.
ED 214 728

Significant Other Relationships: Their Location and Importance for the Older Widow.
ED 214 098

Rural Schools
Individualizing Staff Development in Rural School Districts to Enhance Services for All Children, Including the Handicapped.
ED 214 696

Population Change and Community Services: The Case of the Public Schools. Staff Paper Series #28.
ED 214 715

Serving Minority Children in Rural Settings: A Personal Perspective.
ED 214 045

Rural Urban Differences
Career and Education Patterns of Rural Women.
ED 214 725

Population Change and Community Services: The Case of the Public Schools. Staff Paper Series #28.
ED 214 715

Women and Economic Development in Cameroon.
ED 214 694

Rural Women
Career and Education Patterns of Rural Women.
ED 214 725

Women and Economic Development in Cameroon.
ED 214 694

Safety
Fertilizer Use and Water Quality.
ED 213 934

Safety and Health in Vocational Education. Module SH-47. Safety and Health.
ED 213 881

Safety Education

Agribusiness Safety. Module SH-15. Safety and Health.
ED 213 849

Agricultural Chemical and Pesticide Hazards. Module SH-50. Safety and Health.
ED 213 884

Business and Office Safety. Module SH-11. Safety and Health.
ED 213 845

Chemical Hazards and Waste Disposal Safety and Health. Module SH-46. Safety and Health.
ED 213 880

Coast Guard Regulations Applied to Offshore Drilling. Module SH-45. Safety and Health.
ED 213 879

Development of Safety and Health Instructional Materials. Final Report.
ED 213 827

Electrical Power Transmission and Distribution Safety. Module SH-40. Safety and Health.
ED 213 874

Establishing a Company Safety and Health Program. Module SH-49. Safety and Health.
ED 213 883

Excavating, Trenching, and Shoring Safety. Module SH-38. Safety and Health.
ED 213 872

Exhaust, Dust Collection and Ventilation Systems. Module SH-44. Safety and Health.
ED 213 878

Fire Prevention and Emergency Procedures. Module SH-05. Safety and Health.
ED 213 839

First Response to Medical Emergencies. Module SH-04. Safety and Health.
ED 213 838

Fundamentals of Electrical Safety. Module SH-03. Safety and Health.
ED 213 837

A Guide to Curriculum Development in Health and Safety.
ED 214 929

Hazardous Materials Safety. Module SH-29. Safety and Health.
ED 213 863

Industrial Sanitation and Personal Facilities. Module SH-13. Safety and Health.
ED 213 847

Ionizing and Nonionizing Radiation Protection. Module SH-35. Safety and Health.
ED 213 869

Ladder and Scaffolding Safety. Module SH-22. Safety and Health.
ED 213 856

Machine and Woodworking Tool Safety. Module SH-24. Safety and Health.
ED 213 858

Marine and Longshoring Safety. Module SH-21. Safety and Health.
ED 213 855

Material Hoist Safety. Module SH-16. Safety and Health.
ED 213 850

Materials Handling. Module SH-01. Safety and Health.
ED 213 835

Mechanized Off-Road Equipment Safety. Module SH-17. Safety and Health.
ED 213 851

OSHA Training Programs. Module SH-48. Safety and Health.
ED 213 882

Overcurrent and Electrical Shock Protection. Module SH-31. Safety and Health.
ED 213 865

Pennsylvania Industrial Arts Safety Guide. Second Edition.
ED 213 953

Personal Protective Equipment. Module SH-12. Safety and Health.
ED 213 846

Precautions for Explosive Materials. Module SH-20. Safety and Health.
ED 213 854

Recognizing Job Health Hazards. Module SH-08. Safety and Health.
ED 213 842

Recognizing Job Safety Hazards. Module SH-09. Safety and Health.
ED 213 843

The Role of OSHA in Safety and Health. Module SH-02. Safety and Health.
ED 213 836

Safe Handling and Use of Flammable and Combustible Materials. Module SH-30. Safety and Health.
ED 213 864

Safe Operation of Commercial Vehicles. Module SH-18. Safety and Health.
ED 213 852

Safety and Concrete, Forms, and Shoring. Module SH-37. Safety and Health.
ED 213 871

Safety and Health for Agriculture and Agribusiness Operations. An Instructor Resource Guide.
ED 213 828

Safety and Health for Allied Health Occupations. An Instructor Resource Guide.
ED 213 830

Safety and Health for Business and Office Education. An Instructor Resource Guide.
ED 213 831

Safety and Health for Marketing and Distributive Education. An Instructor Resource Guide.
ED 213 829

Safety and Health for Technical Education. An Instructor Resource Guide.
ED 213 833

Safety and Health for Trade and Industrial Education. An Instructor Resource Guide.
ED 213 834

Safety and Health for Vocational Home Economics Education. An Instructor Resource Guide.
ED 213 832

Safety and Health in Vocational Education. Module SH-47. Safety and Health.
ED 213 881

Safety Features for Floor and Wall Openings and Stairways. Module SH-36. Safety and Health.
ED 213 870

Safety Features of Material and Personnel Movement Devices. Module SH-25. Safety and Health.
ED 213 859

Safety for Compressed Gas and Air Equipment. Module SH-26. Safety and Health.
ED 213 860

Safety Guards for Machinery. Module SH-34. Safety and Health.
ED 213 868

Safety in Elevators and Grain Handling Facilities. Module SH-27. Safety and Health.
ED 213 861

Safety Practices for Commercial Diving. Module SH-43. Safety and Health.
ED 213 877

Safety Practices for Demolition Procedures. Module SH-41. Safety and Health.
ED 213 875

Safety Signs, Tags, and Color Codes. Module SH-07. Safety and Health.
ED 213 841

Safety with Hand and Portable Power Tools. Module SH-14. Safety and Health.
ED 213 853

Safe Use of Powered Industrial Trucks. Module SH-42. Safety and Health.
ED 213 876

Statement of Goals and Purposes: Earliest Learning Materials and Safety Education.
ED 214 128

Steel Erection Safety. Module SH-39. Safety and Health.
ED 213 873

Structural Egress and Emergency Procedures. Module SH-10. Safety and Health.
ED 213 844

Texas Driver and Traffic Safety Education Teacher Preparation Guide.
ED 214 031

Using Ropes, Chains and Slings Safely. Module SH-14. Safety and Health
ED 213 848

Vibration and Noise Control. Module SH-33. Safety and Health.
ED 213 867

Walking and Working Surfaces. Module SH-06. Safety and Health.
ED 213 840

Warehousing Storage and Retrieval Safety. Module SH-23. Safety and Health.
ED 213 857

Welding, Cutting and Brazing Safety. Module SH-28. Safety and Health.
ED 213 862

Working Safety in Confined Spaces. Module SH-32. Safety and Health.
ED 213 866

Safety Equipment

Excavating, Trenching, and Shoring Safety. Module SH-38. Safety and Health.
ED 213 872

Personal Protective Equipment. Module SH-12. Safety and Health.
ED 213 846

Safety Guards for Machinery. Module SH-34. Safety and Health.
ED 213 868

Safety Signs, Tags, and Color Codes. Module SH-07. Safety and Health.
ED 213 841

Salaries

Annual Salary Study and Survey of Selected Personnel Issues, 1981. A Report on Administrative and Professional Staff and Salaries in Voluntary CWLA Member Agencies.
ED 214 624//

ARL Annual Salary Survey, 1981.
ED 214 524

Baruch College Annual Alumni Survey, Class of 1978.
ED 214 458

Fall 1980 Salary Survey for the Illinois Public Community Colleges.
ED 214 548

Salary Compensation Systems for Librarians: A Study of Ten Members of the Association of Research Libraries. Occasional Paper Number 5.
ED 214 542

A Wage and Salary Program Based on Position Evaluations for

Administrative and Supervisory Personnel.
ED 214 231

Sales Occupations

Retailing I: A Foundation for Marketing and Distributive Education Curriculum Development.
ED 213 933

Salesmanship

Parts Counter. Pre-Apprenticeship Phase 2 Training. Instructor's Guide.
ED 213 897

Parts Counter. Pre-Apprenticeship Phase 2 Training. Student Training Modules.
ED 213 898

Sampling

A Comparative Study of Sampling Procedures in Counseling Process Research.
ED 214 039

High School and Beyond: A National Longitudinal Study For the 1980's. Sample Design Report.
ED 214 990

San Diego Unified School District CA
San Diego Plan for Racial Integration, 1979-82. Revised.
ED 215 006

San Juan School District UT
Strengthening the Community/Education Partnership: The San Juan RFD Model of Public Involvement. Public Involvement Using the Rural Futures Development Strategy.
ED 214 749

Sanitary Facilities
Industrial Sanitation and Personal Facilities. Module SH-13. Safety and Health.
ED 213 847

Sanitation
Maintaining and Repairing. CAP Job Function.
ED 214 008

Saskatchewan (Saskatoon)
Full Service School Model: Toward a Valid Measurement of Effectiveness.
ED 214 236

Scaffolding
Ladder and Scaffolding Safety. Module SH-22. Safety and Health.
ED 213 856

Schemata
The Social Origins of Comprehension Skills at the Pre-Reading Level.
ED 214 116

Scholarly Journals
The Making of the Principal: A Study of Recent Literature for Elementary School Principals.
ED 214 304

The Nature of Questions in Educational Research.
ED 214 982

Research Trends in School Psychology: 1974-1980.
ED 214 068

Scholastic Aptitude Test
Measurement Error and SAT Score Change.
ED 214 984

Options in Education: Takes Listeners to the Core of the Issues. Standardized Testing, Parts 1-6, Program Nos. 280-285.
ED 214 943

School Attitudes
Expectancy Climate and School Effectiveness.
ED 214 246

Structural Coupling in Schools.
ED 214 247

School Business Relationship
Academic Cooperative Education at North Lake College: A Commitment to the 1980's.
ED 214 554

Center for Small Business Annual Report.
ED 214 595

Corporate Education: Threat or Opportunity? AAHE-ERIC/Higher Education Research Currents.
ED 214 453

Marketing and Distributive Education. Community/Work-Based Programs. An Instructor's Guide to Program Strategies. Cooperative Vocational Education; Vocational Work Experience Education; Community Classroom.
ED 213 946

A Personnel Exchange Model for Vocational Education, Business, and Industry. Skills/Experience Exchange Program. Project Report.
ED 213 984

Postsecondary Occupational Education: National Trends, Issues, and Potential Implications for Texas Public Community/Junior Colleges.
ED 214 591

Proven Partners: Business, Labor, and Community Colleges. AACJC Pocket Reader 1.
ED 214 582

Shoulders to the Wheel: Energy-Related College/Business Cooperative Agreements.
ED 214 584

Statewide Coordination in Technology Transfer.
ED 214 555

School Community Programs

Community-Based Learning and Service: The Impact of an Innovation.
ED 214 293

Moving to an Interorganizational Context for Public School Education: A Case Study.
ED 214 248

School Community Relationship

Blue Ridge Technical College Adult Reading Project.
ED 214 145

Community Colleges in England and Wales.
ED 214 564//

Guidelines for Projects in Community Service: A College-Credit Course in Volunteer, Off-Campus Community Work, Career Exploration, On-the-Job Experience.
ED 214 551

Preventative Mental Health Programs and School Systems: A Review of the Literature.
ED 214 073

Residential Education in Israel. Report of the Israeli-American Seminar on "Out of School Education".
ED 215 049

The State of the Nation and the Agenda for Higher Education.
ED 214 452//

Strengthening the Community/Education Partnership: The San Juan RFD Model of Public Involvement. Public Involvement Using the Rural Futures Development Strategy.
ED 214 749

Utilizing Community Resources in the Classroom: An In-service Reference Collection.
ED 214 927

School Counseling
Counseling the Bilingual Student. Searchlight Plus: Relevant Resources in High Interest Areas, 54 .
ED 214 050
Elementary School Guidance and Counseling: Suggested Guidelines for School Districts.
ED 214 080
Report of the Task Force on School Counseling and Guidance in Alberta: Planning and Research.
ED 214 087

School Counselors
Exceptional Students: Exceptional Needs.
ED 214 291//

School Culture
Integrated and Early Childhood Education: Preparation for Social Development. Theme A: Relevant Provision for Early Childhood.
ED 214 685
Integrated and Early Childhood Education: Preparation for Social Development. Theme B: Home and School - Contrasting Cultures.
ED 214 686

School Desegregation
Desegregating Public Schools: A Handbook for Local Officials.
ED 215 005

The Effect of Court-Ordered Desegregation on Minority Students' Achievement: There's No Place Like Home.
ED 215 063
On Implementing Court-Ordered School Desegregation: What Successful Elementary Principals Do.
ED 215 027
San Diego Plan for Racial Integration, 1979-82. Revised.
ED 215 006
Toward a Strategy for Urban Integration: Lessons in School and Housing Policy from Twelve Cities. A Report to the Ford Foundation.
ED 215 020//

School District Autonomy
Recommendations for Relief from Burdensome State Mandates.
ED 214 238

School Districts
Assessment of Adult Basic Education Program Impact.
ED 213 947
The Attorney General's Asbestos Liability Report to the Congress. Pursuant to Section 8(b) of the Asbestos School Hazard Detection and Control Act of 1980. Committee Print, Ninety-Seventh Congress, First Session.
ED 214 256
Effects of New York State Handicapped Regulations on Small, Rural and Large School Districts. Survey Report.
ED 214 693
Evaluation of Tennessee's State Plan for Career Education, 1980-81.
ED 213 906
A Guide to Better Inservice Education in Texas.
ED 214 932
Implementation and Assessment of a School Staff Development Model for Changing School Climate and Teacher Stress. Revised.
ED 214 868

Implementation of the Career Education Incentive Act in Tennessee: An Evaluator's Perspective.
ED 213 985

Improving Evaluation Use in Local School Settings. Optimizing Evaluation Use: Final Report.
ED 214 998

Individualizing Staff Development in Rural School Districts to Enhance Services for All Children, Including the Handicapped.
ED 214 696

Minimal Competency Testing: Local School Development and Implementation in Targeted Areas of the United States.
ED 214 986

Population Change and Community Services: The Case of the Public Schools. Staff Paper Series #28.
ED 214 715

State and District Curriculum Guides: One Aspect of the Formal Curriculum. A Study of Schooling in the United States. Technical Report Series, No. 9.
ED 214 879

Utilization and Effects of Alternative Measures of Comparability: Executive Summary.
ED 214 953

School Effectiveness

Effective Schools. Seminar Report.
ED 214 265

Expectancy Climate and School Effectiveness.
ED 214 246

Factors Influencing School Effectiveness: An Ecological Analysis of an "Effective" School.
ED 214 299

Improving Schools for Low Achieving Children: A System Dynamics Policy Study.
ED 214 243

Measuring and Validating the Characteristics of Instructionally Effective Schools in Connecticut.
ED 214 979

The Mediating Role of Principals' Situational Favorableness on School Effectiveness in Lebanon.
ED 214 298

Methodological Considerations in Studies of Effective Principals.
ED 214 985

Minimum Competency Testing Clarification Hearing (July 8th, 1981).
ED 215 000

Parent Participation. Research on School Effectiveness Project: Topic Summary Project.
ED 214 701

Procedures for Research on School Effectiveness Project.
ED 214 699

Structural Coupling in Schools.
ED 214 247

School Entrance Age

Age of Admission and Trends in Achievement: A Comparison of Blacks and Whites.

ED 215 034

School Guidance

Elementary School Guidance and Counseling: Suggested Guidelines for School Districts.

ED 214 080

Report of the Task Force on School Counseling and Guidance in Alberta: Planning and Research.

ED 214 087

School Holding Power

Estimating the Effects of College, Department, Teacher and Course on Course Completion Rates.

ED 214 579

Marketing in Higher Education. AAHE-ERIC/Higher Education Research Report No. 5, 1981.

ED 214 445

A Report on the Oregon Consortium for Student Success.

ED 214 585

Student Attrition at the Community College: The Need for Conceptual Clarification.

ED 214 609

A Study of the Contributing Factors Relating to Why American Indian Students Drop Out of Or Graduate from Educational Programs at the University of North Dakota.

ED 214 737

School Law

Teachers' Knowledge of School Law.

ED 214 869

School Lunch Program

Oklahoma Handbook: Child Nutrition Programs. Revised Edition.

ED 214 670

School Maintenance

Revenue and Expenses of Ontario Universities, 1980-81. Volume IV Physical Plant Operating Expenses.

ED 214 416

School Organization

Organizational Aspects of University Management in the 1980s. Report of a CAUBO Special Project on the Examination of Alternative University Organizational Structures.

ED 214 427

Residential Education in Israel. Report of the Israeli-American Seminar on Out of School Education''.

ED 215 049

Who's on Second: Report of a CAUBO Special Project on the Examination of Alternative University Organizational Structures.

ED 214 428

School Personnel

Certificates in Georgia with Comparisons for Other States. Issues for Education Series.

ED 214 933

A Guide to Better Inservice Education in Texas.
ED 214 932

Old Adversaries United: Benefits of Collaborative Research.
ED 214 981

Requirements for Certification for Elementary Schools, Secondary Schools, Junior Colleges. Teachers, Counselors, Librarians, Administrators. Forty-seventh Edition, 1982-83.
ED 214 931//

Washington Community Colleges Factbook, Academic Year 1980-81.
ED 214 562

What Is a Confidential Employee? Management Report 1981-2/5.
ED 214 607

School Policy

Academic Standards Task Force Report.
ED 214 597

Kindergarten Early Entrance Identification Manual.
ED 214 674

On Implementing Court-Ordered School Desegregation: What Successful Elementary Principals Do.
ED 215 027

Teachers' Perceptions of Their Own Influence Over School Policies and Decisions. A Study of Schooling in the United States. Technical Report Series, No. 16.
ED 214 886

School Psychologists

Research Trends in School Psychology: 1974-1980.
ED 214 068

Serving Minority Children in Rural Settings: A Personal Perspective.
ED 214 045

School Renewal

Exploring the Concept of School Renewal: Contextual Differences between More and Less Renewing Schools.
ED 214 302

School Responsibility

Functions of Schooling: Perceptions and Preferences of Teachers, Parents and Students. A Study of Schooling in the United States. Technical Report Series, No. 10.
ED 214 880

School Role

Education, Society, and the Teaching of Values.
ED 214 835

Integrated and Early Childhood Education: Preparation for Social Development. Theme B: Home and School - Contrasting Cultures.
ED 214 686

Preventative Mental Health Programs and School Systems: A Review of the Literature.
ED 214 073

The Project Onderwijs en Sociaal Milieu (The Project Education and Social Environment).
ED 215 040

Schools, As Political Institutions and Ghetto/Barrio Educational Aspirations.
ED 215 035

A Study of Schooling: Series of Introductory Descriptions. Reprinted from the Phi Delta Kappan, A Study of Schooling in the United States. Technical Report Series, No. 1.

ED 214 871/
School Safety

Pennsylvania Industrial Arts Safety Guide. Second Edition.
ED 213 953

School Schedules
Colorado's Alternative School Calendar Program and the Four Day Week.
ED 214 719

School Shops
Pennsylvania Industrial Arts Safety Guide. Second Edition.
ED 213 953

School Statistics
CBEDS Data Users' Guide (1981 Data).
ED 214 264

School Support
The Educational Professions: Preparation and Practice.
ED 214 235

School Surveys
The Grade Nine Student Survey: Fall 1980.
ED 214 965

High School and Beyond: A National Longitudinal Study For the 1980's. Sample Design Report.
ED 214 990

Item Variance Components and Units-of-Analysis in a Measure of Classroom Climate. A Study of Schooling in the United States. Technical Report Series, No. 7.
ED 214 877

The School Survey Approach in Determining Adolescent Alcohol and Drug Abuse.
ED 214 970

Testing Potential Cost Saving and Controversial Actions: Community, Staff and Student Support.
ED 214 271

Schools
Measuring and Validating the Characteristics of Instructionally Effective Schools in Connecticut.
ED 214 979

Schools of Education
Opportunities for Schools of Education to Foster Practitioner Involvement in the Improvement of Teaching.
ED 214 862

Science Activities
Cape Hatteras Lighthouse, Project CAPE Teaching Module, Publication 3-4a.
ED 214 792

Science and Society
Science in Society, Omnibus Pack, Readers A-L.''
ED 214 753/

Science in Society, Teacher's Guide.
ED 214 754/

Science Careers
An Identification of the Science Career Development Needs of Deaf Students.
ED 214 337

Science Course Improvement Projects
Evaluation of the BSCS Human Sciences Program.
ED 214 805

Science in Society, Omnibus Pack, Readers A-L.''
ED 214 753//

Science in Society, Teacher's Guide.
ED 214 754//

Science Curriculum
An Analysis of the Secondary School Science Curriculum and Directions for Action in the 1980's. 1982 AETS Yearbook.
ED 214 759

Black Scientists and Inventors in the United States: 1731-1980.
Curriculum Guide: Department of Science, Cambridge Ringge and Latin School.
ED 214 791

Curriculum Review Handbook: Science, 1981-82.
ED 214 756

Evaluation of the BSCS Human Sciences Program.
ED 214 805

Final Physical Science Evaluation Report. Co-operative Research Series Report No. 8.
ED 214 761

A Longitudinal Study of Science Curriculum and Practices in Elementary Schools in 10 States (1970-1980).
ED 214 802

Once Upon a Springtime. Kindergarten Science Experiences to Enhance Reading Readiness.
ED 214 683

Science in Society, Teacher's Guide.
ED 214 754//

Science Education
Conference Model: Guidelines...for Science Supervisors on How to Conduct a Successful Leadership Conference.
ED 214 803

Modifying Teacher Questioning Behavior in Classroom Interaction.
ED 214 769

Reasons Why Elementary and Secondary Students Do and Do Not Like Science.
ED 214 797

Science Education for Women and Minorities in an Urban Community College. Topical Paper Number 75.
ED 214 578

The State of a New'' Art: Philosophy for Children and Science Education.

ED 214 649
Status Assessment: Act 685-Balanced Treatment for Creation-Science and Evolution-Science.
ED 214 781
The Status of Middle School and Junior High School Science, Volume II: Technical Report.
ED 214 779

Science Education Research
A Longitudinal Study of Science Curriculum and Practices in Elementary Schools in 10 States (1970-1980).
ED 214 802
Modifying Teacher Questioning Behavior in Classroom Interaction.
ED 214 769
The Preparation of High School Science Teachers in North Carolina: Baseline Data for the 1980's. Science Education Report.
ED 214 796
Problem Solving Instruction for Physics.
ED 214 766
Reasons Why Elementary and Secondary Students Do and Do Not Like Science.
ED 214 797
The Status of Middle School and Junior High School Science, Volume II: Technical Report.
ED 214 779

Science Experiments
The Organization of Reports of Scientific Experiments.
ED 214 190

Science in Society Project
Science in Society, Omnibus Pack, Readers A-L.''
ED 214 753//
Science in Society, Teacher's Guide.
ED 214 754//

Science Instruction
A Classroom Teacher's Guide to Reading Improvement in Middle School Science. Resource Monograph No. 19.
ED 214 123
A Longitudinal Study of Science Curriculum and Practices in Elementary Schools in 10 States (1970-1980).
ED 214 802
Modifying Teacher Questioning Behavior in Classroom Interaction.
ED 214 769
Problem Solving Instruction for Physics.
ED 214 766
Social Studies Looks at Science: A Critical Review of Science in Social Issues.''
ED 214 823
The Status of Middle School and Junior High School Science, Volume II: Technical Report.

ED 214 779

Science Programs
Work Plan of APEID for the Third Programming Cycle, 1982-1986. Regional Consultation Meeting (7th, Bangkok, Thailand, June 1-10, 1981).
ED 214 698

Science Supervision
Conference Model: Guidelines...for Science Supervisors on How to Conduct a Successful Leadership Conference.
ED 214 803

Science Teachers
A Longitudinal Study of Science Curriculum and Practices in Elementary Schools in 10 States (1970-1980).
ED 214 802

The Preparation of High School Science Teachers in North Carolina: Baseline Data for the 1980's. Science Education Report.
ED 214 796

Scientific and Technical Information
A National Documentation and Information Centre of the Kenya National Council for Science and Technology.
ED 214 546

Scientific Literacy
An Analysis of the Secondary School Science Curriculum and Directions for Action in the 1980's. 1982 AETS Yearbook.
ED 214 759

The State of a "New" Art: Philosophy for Children and Science Education.
ED 214 649

Scientific Research
Changing Patterns of Limnology Literature, 1966-1976.
ED 214 770

Problems of Small, High-Technology Firms. Special Report.
ED 214 795

Scientists
Black Scientists and Inventors in the United States: 1731-1980.
Curriculum Guide: Department of Science, Cambridge Rindge and Latin School.
ED 214 791

Scores
An Investigation of the Relationship Between a Measure of Functional Literacy and Level of Functioning in Society.
ED 214 997

Measurement Error and SAT Score Change.
ED 214 984

Scoring
Classroom Applications of Writing Assessment: A Teacher's Handbook.
ED 214 995

Scotland

Media Education. A Report on the Media Education Conference Jointly Held by the Scottish Film Council, Jordanhill College of Education, and the Scottish Council for Educational Technology (Dowanhill, Glasgow, November 29, 1980).
ED 214 499

Media Education in Scotland. Outline Proposals for a Curriculum.
ED 214 498

Screening Tests
Implementing Child Checks: A Child Find Procedures Manual.
ED 214 651

Kindergarten Early Entrance Identification Manual.
ED 214 674

The Oral Speech Mechanism Screening Examination (OSMSE).
ED 214 975

Orientation to Infant and Toddler Assessment: A User's Guide for the Child Development Assessment Form.
ED 214 675//

Scripts
Scriptwriting and Television Production.
ED 214 521

Scripts (Knowledge Structures)
Recall of Scripts by Preschool Children.
ED 214 660

Search Strategies
Procedures for Research on School Effectiveness Project.
ED 214 699

Seattle Public Schools WA
Discipline Seminar. Report.
ED 214 266

Effective Schools. Seminar Report.
ED 214 265

Second Language Instruction
The Compact Course: A Curricular Innovation.
ED 214 395

Computer-Assisted Instruction in the ESL Curriculum.
ED 214 391

English Language Teaching by Foreigners in Harbin, Northeast China.
ED 214 396

Guided Imagery in the Classroom: An Enhancement to Learning.
ED 214 365

Horizon: An Overview of Vocational Education and Employment Training Services for Limited-English Proficient Persons in California.
ED 213 983

How Real Is a Computer Simulation?
ED 214 377

Lau Kukui: Level II Hawaiin Language Reader and Teacher's Guide.
ED 214 402

Lexical Exploration for Advanced ESL Students in Public Health.

ED 214 366

The Place of "Zertifikat Deutsch als Fremdsprache" in the German Curriculum. A Report of a Survey.
ED 214 375

A Practical Application of a Study of Errors of College Francophone Students Learning English.
ED 214 374

The Reality of Written Examinations and Realism in Preparing for Them.
ED 214 393

Second Language Teaching and Radio: An Annotated Bibliography.
ED 214 400

Teaching and Learning Languages.
ED 214 407//

The Teaching of French as a Second Language. A Position Paper Developed by the CTF Commission on French as a Second Language.
ED 214 399

Second Language Learning
Bilingual Education in Ontario: A Decade of Research.
ED 214 363
Help for the Reading Teacher: Dealing with Limited English Proficient (LEP) Children in Classroom and Reading Center.
ED 214 158
Managing Questions: Data from Second Language Learners of Swedish.
ED 214 401
The Social Psychology of Language: A Perspective for the 1980s. Focus, Number 5.
ED 214 381

Second Literature Third Reading Assessment (1980)
The Relationship between Reading Related Background Variables and Comprehension Achievement: A Secondary Analysis of the 1979-80 Reading/Literature Assessment Data.
ED 214 132

Secondary School Mathematics
Energy Use and the Environment. Concepts & Activities for the Classroom: Mathematics Module. Environmental Education Supplementary Instructional Guide.
ED 214 794
Factors Related to Young Women's Persistence and Achievement in Advanced Placement Mathematics.
ED 214 798
A Follow-up Study on Perach Children Two Years After Tutoring.
ED 214 760
The High School Mathematics Library. Seventh Edition.
ED 214 772//
Mathematics for Georgia Secondary Schools.
ED 214 774
Mathematics Projects Handbook. Second Edition.
ED 214 773//

Secondary School Science
An Analysis of the Secondary School Science Curriculum and Directions for Action in the 1980's. 1982 AETS Yearbook.
ED 214 759
Black Scientists and Inventors in the United States: 1731-1980. Curriculum Guide: Department of Science, Cambridge Rindge and Latin School.
ED 214 791
Curriculum Review Handbook: Science, 1981-82.
ED 214 756
Final Physical Science Evaluation Report. Co-operative Research Series Report No. 6.
ED 214 761
The Preparation of High School Science Teachers in North Carolina: Baseline Data for the 1980's. Science Education Report.
ED 214 796

Reasons Why Elementary and Secondary Students Do and Do Not Like Science.
ED 214 797

Safety Precautions for Science.
ED 214 757

Science in Society, Omnibus Pack, Readers A-L.''
ED 214 753//

Science in Society, Teacher's Guide.
ED 214 754//

Survey Results: Preservice Preparation of Teachers of Science at the Elementary, Middle, and Junior High School Levels.
ED 214 804

1981 Kuwait Summer Students Training Program, Secondary Component. An Evaluation Report.
ED 214 782

Secondary School Teachers
208 English Teachers. A Study of Schooling in the United States. Technical Report Series, No. 11.
ED 214 881

Secretaries
Doing Clerical Work. CAP Job Function.
ED 214 006

Selection
Research on Selection Methods and Programming for Advanced Black Students at the Secondary Level of Education. Final Report.
ED 215 047

The Utility of Predictive Assessment and the World of Work.
ED 214 938

Selective Admission
Access to Higher Education in Europe.
ED 214 411

Self Awareness

Computer Analyzed Stress-Episode Cards: A Self-Awareness Feedback Technique.
ED 214 037

Self Care Skills
Present a Positive Image. Work Maturity Skills. Competency 1.0.
ED 214 016

Self Concept
The Alienated Teacher: A Profile.
ED 214 905

Effects of Postsecondary Experiences on Aspirations, Attitudes, and Self-Conceptions.
ED 214 430

Faculty-Counselor Collaboration in the Developmental Classroom: A How-To Manual.
ED 214 056

Midlife Women in Continuing Education: A Comparative Study.
ED 213 986

Phenomenological Patterns of Depressive Moods.
ED 214 052

Psychosocial Characteristics of Female Medical Students.
ED 214 462

A Report on the Relationships among the How I See Myself Questionnaire, Behavior Rating Scales and Achievement.
ED 215 058

Self-Presentation: A Conceptualization and Model.
ED 214 047

Sex Role Self-Concept and Depression: A Path-Analytic Approach.
ED 214 034

Sociological Approaches to Issues on Teacher Burnout.
ED 214 910

Self Concept Measures
Examining Self-Esteem Needs in School Programs Through Item Analysis.
ED 214 993

Self-Concept Orientations and Modeling Observations of Delinquent Males through Talk/Film Sessions.
ED 214 523

Self Directed Groups
Teaching About Cooperation.
ED 214 902

Self Esteem
Adolescent Loneliness.
ED 214 081

The Effective Teacher. Position Paper.
ED 214 865

Examining Self-Esteem Needs in School Programs Through Item Analysis.
ED 214 993

Migratory Status and School Achievement: Analysis of Critical Mediating Variables.
ED 214 721

Sex Role Orientation and Self-Esteem: A Critical Meta-Analytic Review.
ED 214 032

When Prohibition Works: Alternatives to Violence in the Odyssey House Youth Program and in the Family.
ED 214 054

Self Evaluation (Groups)
Community College Goals Inventory (CCGI).
ED 214 612

Program Assessment Guide for Public School Special Education Services to Visually Handicapped Students.
ED 214 343

Report of the Task Force on Reorganization. Paley Library.
ED 214 493

Self Evaluation (Individuals)
Basic Writers Perceive the Process of Composing.
ED 214 188

CAP Self-Inventory Cards.
ED 214 001

Career Alert Planning. Instructor Guide.
ED 214 000

Career Demands and Student Ability at an Undergraduate Professional School: An Examination and Recommendations Based on the Perry Scheme of Development. Revised.

ED 214 429

The Development of Standards to Ensure the Competency of Physician Assistants. Volume III of V: Development of a Self-Assessment Examination for Physician Assistants. Final Report, July 1, 1976-August 14, 1979.

ED 213 918

The Development of Standards to Ensure the Competency of Physician Assistants. Volume I of V: Summary Report. Final Report, July 1, 1976-August 14, 1979.

ED 213 916

The Development of Standards to Ensure the Competency of Physician Assistants. Volume IV of V: Assessment of the Applicability of the Individual Physician Profile Program for Physician Assistants. Final Report, July 1, 1976-August 14, 1979.

ED 213 919

Inter-Relationships between Self-Estimates of Aptitudes and Tested Abilities on the GATB.

ED 214 962

Job Creation: Creative Materials, Activities, & Strategies for the Classroom.

ED 213 954

Longitudinal Assessment of Instructional Competency: Three Stages of Preservice Professional Development.

ED 214 901

Project PROF: A Professional Development Program for College Faculty.

ED 214 463

Sociological Approaches to Issues on Teacher Burnout.

ED 214 910

Teacher and Administrator Evaluation. Bibliographies in Education. No. 74.

ED 214 900

Self Expression

Cohort Influences in Older Marriages.

ED 214 086

The Creative Influence: What Is It?

ED 214 822

Self Help Programs

Computer Analyzed Stress-Episode Cards: A Self-Awareness Feedback Technique.

ED 214 037

A Future for Us All. A Resource Guide for Refugee Women's Program Development.

ED 214 405

Integrated and Early Childhood Education: Preparation for Social Development. Summary Theme C: Alternatives in Training and Implications for Self-Help.
ED 214 688

Self Presentations
Self-Presentation: A Conceptualization and Model.
ED 214 047

Semantic Differential Test for Language Attitudes
Attitudes Linguistiques: Resultats d'une enquete (Language Attitudes: Results of an Investigation).
ED 214 368

Semantics
Cognitive Correlates of Early Multiword Speech.
ED 214 641

Deaf Readers' Comprehension of Individual Sentences.
ED 214 325

An Investigation of the Trends in Vocabulary Research and the Effects of Prior Knowledge on Instructional Strategies for Vocabulary Acquisition.
ED 214 118

Lexical Exploration for Advanced ESL Students in Public Health.
ED 214 366

Seminars
Asian Pacific American Research Seminars. Final Report, 1979-1981.
ED 215 043

Sensitivity Training
When Prohibition Works: Alternatives to Violence in the Odyssey House Youth Program and in the Family.
ED 214 054

Sentence Combining
The Development of Sentences in Japanese Narrative Discourse.
ED 214 376

Sentence Combining: An Incisive Tool for Proofreading.
ED 214 186

Sentence Structure
Errors in Expectations: A Reanalysis of the Problem of Sentence Completeness.
ED 214 183

Sentences
Deaf Readers' Comprehension of Individual Sentences.
ED 214 325

Sequential Approach
Alabama Course of Study: Language Arts K-12. Bulletin 1981, No. 21.
ED 214 194

Listening, Study Skills, and Reading: Measuring and Meeting College Freshman Needs in the 1980's.
ED 214 111

Sequential Learning
Designing Instruction for Mastery Learning.
ED 214 916

Service Occupations
Chore Services. Course Outline.
ED 213 935

Services
Are Neighbors a Viable Support System for the Frail Elderly?
ED 214 070
The Career-Related Services of the Learned and Professional Societies in the Humanities and Social Sciences: A Report.
ED 214 809
Citizen Satisfaction with Public Service Delivery: A Comparative Study of Citywide vs. Subarea Analysis.
ED 215 059
Development and Modernization of the Basbakanlik Arsiv: Turkey.
ED 214 543
Title I, Today: A Factbook. A Descriptive Summary of Title I (Financial Assistance to Meet Special Educational Needs of Children) of the Elementary and Secondary Education Act.
ED 215 042

Servol
Servol: An Education and Community Development Project in Trinidad. Advisory Mission Report, October 11-18, 1981.
ED 213 973

Severe Disabilities
Career and Vocational Education for the Severely Handicapped.
ED 214 355
Community College Adaptation to Serve the Needs of Mildly Handicapped Teenagers and Young Adults.

ED 214 618
Project REACH. A Rural Education Approach in a Consortium for Handicapped: A Comprehensive Service Model. 1980-1981, Final Evaluation Report.
ED 214 718

Severe Mental Retardation
Project UPSTART. Final Report 1980-1981.
ED 214 342

Sex
Data on Earned Degrees Conferred by Institutions of Higher Education by Race, Ethnicity, and Sex, Academic Year 1978-1979. Volumes I and II.
ED 214 456

Sex Bias
The Making of the Principal: A Study of Recent Literature for Elementary School Principals.
ED 214 304
Sex Roles and Statuses in Peer Interactions in Elementary Schools.
ED 214 677

Sex Differences

Career Development of Male and Female Elementary Principals in a Southwest School District.
ED 214 255

A Comparison of the Effects of Sex and Status on the Perceived Appropriateness of Nonverbal Behaviors.
ED 214 222

Cross-Cultural Patterns in Achievement Motivation: Ethnic Group and Sex Comparisons in Fiji.
ED 214 058

An Evaluation of Gender and Psychological Sex Type as Variables in Communication Research.
ED 214 217

Factors Related to Young Women's Persistence and Achievement in Advanced Placement Mathematics.
ED 214 798

Gender Differences in Solving Mathematics Problems among Two-Year College Students in a Developmental Algebra Class and Related Factors.
ED 214 602

Interactions of Work-Task Dimensions and Sex Differences in Occupational Choices. Research Report.
ED 213 819

Phenomenological Patterns of Depressive Moods.
ED 214 052

Reciprocity in Preschool Peers' Social Interaction.
ED 214 644

Sex Role Orientation and Self-Esteem: A Critical Meta-Analytic Review.
ED 214 032

Sex Role Self-Concept and Depression: A Path-Analytic Approach.
ED 214 034

A Study of Sex Differences in the Freshman Composition Course at the University of Texas at Austin.
ED 214 167

That's What We Enjoyed in the Old Days: Retrospective Reports.
ED 214 066

Widowhood Fantasies: Incidence, Characteristics, and Potential Function.
ED 214 033

Sex Education

Sexuality Education with Troubled Adolescents: Suggestions for Planning and Implementation.
ED 214 361

Sex Fairness

Education That is Multicultural: A University's Response.
ED 214 913

Implementing Educational Equity Practices in a Field-Based Teacher Education Program: Some Promising Practices.
ED 214 919

The Making of the Principal: A Study of Recent Literature for Elementary School Principals.
ED 214 304

Multicultural Nonsexist Education in Iowa Schools: Home Economics & Industrial Arts.
ED 215 017

Sex Equity Guide for Industrial Arts Programs.
ED 213 909

Toward Educational Equity for All: A Planning Guide for Integrating Multicultural/Nonsexist Education into the K-12 Curriculum.
ED 215 025

Sex Role
Changes in the Political Role of Women Since 1960.
ED 214 811

Fear of Success and Achievement Anxiety in Reentry Versus Non-Reentry Women.
ED 214 479

Phenomenological Patterns of Depressive Moods.
ED 214 052

The Relationship between Psychological Sex Type and Communication Apprehension.
ED 214 215

Sex Role Orientation and Self-Esteem: A Critical Meta-Analytic Review.
ED 214 032

Sex Roles and Statuses in Peer Interactions in Elementary Schools.
ED 214 677

Sex Role Self-Concept and Depression: A Path-Analytic Approach.
ED 214 034

Women and Economic Development in Cameroon.
ED 214 694

Sex Stereotypes
Interactions of Work-Task Dimensions and Sex Differences in Occupational Choices. Research Report.
ED 213 819

Sexuality
Assessing a Controversial In-Service Program: An Action Research Approach.
ED 214 971

Shaker Heights Schools OH
Research on Selection Methods and Programming for Advanced Black Students at the Secondary Level of Education. Final Report.
ED 215 047

Shared Services
A Partnership of Caring: A Blueprint for Social Action.
ED 214 082

Project REACH. A Rural Education Approach in a Consortium for Handicapped: A Comprehensive Service Model. 1980-1981, Final Evaluation Report.
ED 214 718

Report of METRO Task Force to Study NYSILL.
ED 214 506

Short Stories
Charlotte Perkins Gilman's "The Yellow Wallpaper": Women, Society, Sanity.
ED 214 175

Shorthand
Competency-Based Business Education (Grade Levels 9-12). Vocational Education Curriculum Guide. Bulletin 1662.
ED 213 937

Sick Leave
How Milwaukee Officials Administer Their Board's Sick Leave Policy.
ED 214 234

Significant Other
Significant Other Relationships: Their Location and Importance for the Older Widow.
ED 214 098

Signs
Safety Signs, Tags, and Color Codes. Module SH-07. Safety and Health.
ED 213 841

Simulation
The Acquisition of Consultation Skills by Means of Two Simulation Techniques for Regular Class Teachers Engaged in Joint Planning of Educational Programs for Learning Disabled Children. Final Performance Report.
ED 214 341

Teaching Global Awareness with Simulations and Games. Grades 6-12. Global Awareness Series.
ED 214 838

What's It Like to be Old?
ED 214 818

Skeletal Systems
The Musculoskeletal System and Instructor's Guide: The Musculoskeletal System. Health Occupations Education Module: Instructional Materials in Anatomy and Physiology for Pennsylvania Health Occupations Programs.
ED 213 965

Skill Development
Accept Responsibility. Work Maturity Skills. Competency 6.0.
ED 214 021

Barriers and Supports in the Job Search: Preliminary Findings from a Survey of Older Job Seekers.
ED 214 074

Communicate Effectively. Work Maturity Skills. Competency 5.0.
ED 214 020

Conflict Activity Cards.
ED 214 844

Cooperate with Others. Work Maturity Skills. Competency 7.0.
ED 214 022

Curriculum Guide: Reading Readiness.
ED 214 629

Differential Effect of Length of Day on Kindergarten Readiness.
ED 214 144

Drug Education Curriculum: Grade Five. Health Education: Substance Abuse Prevention.
ED 214 094

Drug Education Curriculum: Grade Four. Health Education: Substance Abuse Prevention.
ED 214 093

Drug Education Curriculum: Grade One. Health Education: Substance Abuse Prevention.
ED 214 090

Drug Education Curriculum: Grade Six. Health Education: Substance Abuse Prevention.
ED 214 095

Drug Education Curriculum: Grade Three. Health Education: Substance Abuse Prevention.
ED 214 092

Drug Education Curriculum: Grade Two. Health Education: Substance Abuse Prevention.
ED 214 091

Drug Education Curriculum: Junior High. Health Education: Substance Abuse Prevention.
ED 214 096

Drug Education Curriculum: Kindergarten. Health Education: Substance Abuse Prevention.
ED 214 089

Drug Education Curriculum: Senior High. Health Education: Substance Abuse Prevention.
ED 214 097

English for Driving Student Workbook.
ED 213 976

Enhancing Basic Skill Levels of Marketing and Distributive Education Students Identified as Disadvantaged A Tutorial Approach. Final Report, July 1, 1980-June 30, 1981.
ED 213 931

Exhibit Positive Work Attitudes. Work Maturity Skills. Competency 2.0.
ED 214 017

Job Search Program Guide.
ED 214 024

Job Search Skills Instructor Guide.
ED 214 023

Practice Ethical Behavior. Work Maturity Skills. Competency 4.0.
ED 214 019

Practice Good Work Habits. Work Maturity Skills. Competency 3.0.
ED 214 018

Present a Positive Image. Work Maturity Skills. Competency 1.0.
ED 214 016

Rough Rock Demonstration School Basic Skills Improvement Project. Final Report.
ED 214 709

Skills for the Future.
ED 214 848

A Study of Preceptor Training of Classroom Teachers in Reading Diagnosis.
ED 214 161

Survival Skills. Pre-Apprenticeship Phase 2 Training. Instructors Guide
ED 213 905

Teaching Consumer Skills and How to Survive in Americe.
ED 214 847

Skill Obsolescence
Statewide Coordination in Technology Transfer.
ED 214 555

Slings (Equipment)
Using Ropes, Chains and Slings Safely. Module SH-14. Safety and Health
ED 213 848

Small Business Management
Older Persons in Small Business Project: Final Report.
ED 214 596

Small Businesses
Innovation in Small and Medium Firms.
ED 213 949

Problems of Small, High-Technology Firms. Special Report.
ED 214 795

Small Group Communication
Back to a Basic in Lifelong Learning: Personal and Small Group Problem Solving.
ED 214 221

Small Group Instruction
Instructional Grouping: Group Size. Research on School Effectiveness Project: Topic Summary Report.
ED 214 703

Small Groups for Instruction: An Investigation of Teacher Viewpoints.
ED 214 282//

Small Schools
Small Schools: Quality Schools. Five Rooms or Less.'' Information Bulletin 31079.
ED 214 743

Social Action
Changes in the Political Role of Women Since 1960.
ED 214 811

A Partnership of Caring: A Blueprint for Social Action.
ED 214 082

Social Attitudes
The Mentally Retarded and the Educational System in Denmark.
ED 214 348

Sociological Approaches to Issues on Teacher Burnout.
ED 214 910

Social Behavior
Cross-Cultural Differences in Self-Reported Touch Avoidance.
ED 214 206

Reciprocity in Preschool Peers' Social Interaction.
ED 214 644

Social Change
African and Pacific Literature: A Comparative Study.
ED 215 036

Integrated and Early Childhood Education: Preparation for Social Development. Summary Report and Conclusions, Eastern Hemisphere Seminar (2nd, Salisbury, Zimbabwe, February 24-March 7, 1981).
ED 214 625

Integrated and Early Childhood Education: Preparation for Social Development. Theme D: Looking Forward - Integrated Participation in Processes of Change.
ED 214 689

Social Characteristics
Characteristics of American Children and Youth: 1980. Current Population Reports, Special Studies Series P-23, No. 114.
ED 214 852

Social Choice Theory
Topics in the Theory of Voting.

ED 214 777

Social Development

An Analysis of Gifted Preschool Children: Positive and Negative Social Behaviors.

ED 214 347

Functions of Schooling: Perceptions and Preferences of Teachers, Parents and Students. A Study of Schooling in the United States. Technical Report Series, No. 10.

ED 214 880

Social Dialects

Stereotyped Attitudes toward Various Portuguese Accents. Focus, Number 4.

ED 214 388

Social Environment

The Immigrant Experience as Portrayed in American Literature: A Three Dimensional Teaching Model.

ED 214 817

The Project Onderwijs en Sociaal Milieu (The Project Education and Social Environment).

ED 215 040

Social Exchange Theory

Bargaining: Power, Tactics and Outcomes.

ED 214 420//

Social Influences

American Jewish Year Book, 1982: A Record of Events and Trends in American and World Jewish Life. Volume 82.

ED 215 053//

An Ecological Study of Crime in Rural Ohio.

ED 214 717

Social Integration

Planning and Development in The Netherlands: Immigrant Ethnic Minorities in The Netherlands. Vol. XIII, No. 1, 1981.

ED 215 014

The Social Psychology of Language: A Perspective for the 1980s. Focus, Number 5.

ED 214 381

Social Interaction

The Social Origins of Comprehension Skills at the Pre-Reading Level.

ED 214 116

Social Isolation

Migratory Status and School Achievement: Analysis of Critical Mediating Variables.

ED 214 721

Social Mobility

Limiting Opportunity: Student Race and Curricular Differences in Secondary Vocational Education. A Study of Schooling in the United States. Technical Report Series, No. 28.

ED 214 896

Social Networks
Social Network Formation of Entering College Freshmen.
ED 214 057

Social Problems
Catastrophe Models: Some Illustrations and Potential for Social Impact Assessment.
ED 214 691

The Condition of Child Abuse/Neglect as an Environmental Influence on Early Childhood Development.
ED 214 646

A Historical Perspective on the Treatment of Incest.
ED 214 041

Missing Children. Hearing Before the Subcommittee on Investigations and General Oversight of the Committee on Labor and Human Resources, United States Senate, Ninety-Seventh Congress, First Session (October 6, 1981).
ED 214 671

Social Studies Looks at Science: A Critical Review of Science in Social Issues.''
ED 214 823

Social Psychology
The Social Psychology of Language: A Perspective for the 1980s. Focus, Number 5.
ED 214 381

Social Responsibility
Family Relationships and Parenting Education: With Special Emphasis on Parenting. Instructor Material.
ED 214 088

Social Science Research
On Building an A-Posteriori Index from Survey Data: A Case for Educational Planners' Assessment of Attitudes towards an Educational Innovation.
ED 214 964

The Career-Related Services of the Learned and Professional Societies in the Humanities and Social Sciences: A Report.
ED 214 809

Integrating the Community and the Classroom: Implementing at the Postsecondary Level.
ED 214 436

Integrating the Community and the Classroom: Instructors Describe the Results.
ED 214 435

Social Sciences in Forestry. A Current Selected Bibliography and Cumulative Author Index for 1981. No. 56.
ED 214 751

Social Services
The Correlates of Psychological Well-Being of Urban Elderly Residents of Public Housing.

ED 214 100
A Partnership of Caring: A Blueprint for Social Action.
ED 214 082
A Study on Variables Related to Behavior Patterns of Cultural Adjustment and Mental Health Delivery System Utilization for Korean-American.
ED 215 016

Social Status
Expectation States Theory and Classroom Learning.
ED 214 750

Social Stratification
Sex Roles and Statuses in Peer Interactions in Elementary Schools.
ED 214 677

Social Studies
The American Indian Social Studies Curriculum Activity Guide, K-6.
ED 214 736
Beyond Coping. Some Approaches to Social Education. Project Report.
ED 213 952
Children and the World: A Global Education Curriculum Project for the Elementary School.
ED 214 833
A Classroom Teacher's Guide to Reading Improvement in Middle School Social Studies. Revised Edition. Resource Monograph No. 17.
ED 214 122
Conflict Activity Cards.
ED 214 844
Developing Reading Ability by Using Literature for Values Clarification in Social Studies.
ED 214 819
A Guide to Curriculum Development in Social Studies.
ED 214 849
Knowing and Caring Toward an Effective Social Studies Reading Program.
ED 214 146
Mirroring Ourselves: Reflections on Social Studies Teacher Education.
ED 214 814
Motivational Use of Adaptable Designs in Reinforcing Geographic-Social Studies Content.
ED 214 816
Skills for the Future.
ED 214 848
Social Studies Looks at Science: A Critical Review of Science in Social Issues.''
ED 214 823
The Status of Elementary Social Studies Education in Selected Rhode Island Public Schools.
ED 214 812
Supervision Manual: Social Studies Program.
ED 214 831

Teaching Consumer Skills and How to Survive in America.
ED 214 847

Teaching Global Awareness with Simulations and Games. Grades 6-12. Global Awareness Series.
ED 214 838

Teaching Writing Skills: Global Issues. Skills Series, Volume 3.
ED 214 846

Undisciplined Social Studies: An Analysis of NCSS Programs, 1976-1980.
ED 214 850

Values and Music: Some Comparisons Between the U.S. and China and Japan. An Experimental Unit.
ED 214 845

Social Values

Parents and Their Children: A Study of Congruence on Attitudes About School. A Study of Schooling in the United States. Technical Report Series, No. 13.
ED 214 883

Values and Music: Some Comparisons Between the U.S. and China and Japan. An Experimental Unit.
ED 214 845

Social Work

Primary Prevention in Mental Health and Social Work: A Sourcebook of Curriculum and Teaching Materials.
ED 214 423

Research Utilization in Social Work Education.
ED 214 810

Socialization

The Project: Education and Social Environment, Rotterdam (The Netherlands). Management Assessment Paper.
ED 215 041

Residential Education in Israel. Report of the Israeli-American Seminar on "Out of School Education".
ED 215 049

Value Orientations and the Effects of Professional Schools on Students.
ED 214 470

Sociocultural Patterns

Bilinguisme et traduction au Canada. Role sociolinguistique du traducteur. (Bilingualism and Translation in Canada. The Sociolinguistic Role of the Translator).
ED 214 385

A Comparison of Latin American and United States Bilingual Education Programs.
ED 214 397

Roots of Traditional Personality Development Among the Zaramo in Coastal Tanzania.
ED 214 623//

Socioeconomic Background

Migrant Families in Australia. Working Paper 3.
ED 214 741

Preprimary Enrollment 1980.
ED 214 682

Socioeconomic Influences
Determining the College Destination of Black Students.
ED 215 031

Employment and Crime: A Review of Theories and Research.
ED 213 980

Planning and Development in The Netherlands: Immigrant Ethnic Minorities in The Netherlands. Vol. XIII, No. 1, 1981.
ED 215 014

The Project Onderwijs en Sociaal Milieu (The Project Education and Social Environment).
ED 215 040

Socioeconomic Status
Education That is Multicultural: A University's Response.
ED 214 913

An Investigation of the Relationship Between a Measure of Functional Literacy and Level of Functioning in Society.
ED 214 997

Limiting Opportunity: Student Race and Curricular Differences in Secondary Vocational Education. A Study of Schooling in the United States. Technical Report Series, No. 28.
ED 214 896

Marriage and the Black Family: What Research Says.
ED 215 030

Sociolinguistics
Bilinguisme et traduction au Canada. Role sociolinguistique du traducteur. (Bilingualism and Translation in Canada. The Sociolinguistic Role of the Translator).
ED 214 385

Communicative Competence of Kindergarten Children: A Sociolinguistic Perspective.
ED 214 387

Etude des comportements langagiers dans deux entreprises en debut de processus de francisation (A Study of Language Usage and Attitudes in Two Businesses at the Beginning of the Process of Change from English to French).
ED 214 403

Linguistic Theory and the Study of Legal and Bureaucratic Language. Document Design Project, Technical Report No. 16.
ED 214 372

Sometimes I'll Start a Sentence in Spanish Y TERMINO EN ESPANOL'': Toward a Typology of Code-Switching. CENTRO Working Papers, No. 4.
ED 214 394

South America
The Admission and Academic Placement of Students from Selected South

American Countries: Bolivia, Brazil, Paraguay, Uruguay. A Workshop Report, September-October, 1977.
ED 214 451

The Admission and Placement of Students from Latin America: A Workshop Report. Brazil, Central America, (Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua, Panama), Colombia, Venezuela.
ED 214 449

South Bay Cooperative Library System CA

Intergenerational Programming in Libraries: A Manual Based on the Experiences of the South Bay Cooperative Library System.
ED 214 528

South Carolina

Basic Skills Assessment in South Carolina: How Progressive an Approach to Minimum Competency Testing? National Consortium on Testing Staff Circular No. 8.
ED 214 973

The School Survey Approach in Determining Adolescent Alcohol and Drug Abuse.
ED 214 970

Spanish

No Case for Convergence: The Puerto Rican Spanish Verb System in a Language Contact Situation. Centro Working Papers 5.
ED 214 386

Spanish Speaking

Bienvenido Bilingual Education Project: End of Year Report, Fiscal Year 1981.
ED 215 024

Bilingual Pupil Services. E.S.E.A. Title I. Final Evaluation Report, 1980-1981.
ED 215 072

Consumer Education for Families with Limited Incomes. Revised.
ED 213 926

John Bowne High School Basic Bilingual Program. E.S.E.A. Title VII. Final Evaluation Report, 1980-1981.
ED 215 071

Project Parents: Awareness, Education, Involvement Program. E.S.E.A. Title VII. Final Evaluation Report, 1980-1981.
ED 215 070

Sometimes I'll Start a Sentence in Spanish Y TERMINO EN ESPANOL'': Toward a Typology of Code-Switching. CENTRO Working Papers, No. 4.
ED 214 394

William H. Taft High School Project Adelante. E.S.E.A. Title VII. Final Evaluation Report, 1980-1981.
ED 215 068

Spatial Relationship (Facilities)

The Design of Educational Environments: An Expression of Individual Differences or Evidence of the Press toward Synomorphy?''
ED 214 250

Special Education
Cooperative Occupational Preparation of the Handicapped. Exemplary Models.
ED 213 928

Effects of New York State Handicapped Regulations on Small, Rural and Large School Districts. Survey Report.
ED 214 693

Gifted and Talented Education in The Republic of China.
ED 214 323

New Part 200 of the Regulations of the Commissioner of Education Effective July 1, 1982.
ED 214 315

Peace Corps in Special Education and Rehabilitation. Case Study CS-2. Appropriate Technologies for Development
ED 214 340

Project SETT-UP: Special Education via Telecommunications, Teacher Upgrade. Five Year Report, June 1, 1976-August 31, 1981.
ED 214 331

The Role of Special Education in an Overall Rehabilitation Program. Monograph Number Seven.
ED 214 350

Special Education Certification and Approval Requirements and Procedures. No. 352.
ED 214 345

Teacher Response to Gifted Middle School Students.
ED 214 284//

Toward Competency. A Guide for Individualized Instruction. Student Edition. Revised.
ED 214 312

Vocational Education for the Handicapped. Clothing Service Guide.
ED 213 924

Vocational Education for the Handicapped. Food Service Guide.
ED 213 925

Special Libraries
U.S. Hispanic Materials and the Library of Congress, 1960-1980.
ED 214 716

Special Needs Students
Special Needs Guide for Industrial Arts Programs.
ED 213 910

Special Programs
The Indian Family Foundation for the Future. Report of the National Indian Child Conference (3rd, Albuquerque, New Mexico, May 17-21, 1981).
ED 214 733

Special Services for Disadvantaged Students Prog
Evaluation of the Special Services for Disadvantaged Students (SSDS) Program: 1979-80 Academic Year.
ED 214 412

Specialists
Special Education Certification and Approval Requirements and Procedures. No. 352.
ED 214 345

Speech Communication
Communication Competence: A K-12 Interdisciplinary Approach.
ED 214 205

Evaluating Classroom Speaking.
ED 214 213

An Evaluation of Gender and Psychological Sex Type as Variables in Communication Research.
ED 214 217

Managing Questions: Data from Second Language Learners of Swedish.
ED 214 401

On the Senses of Argument.''
ED 214 220

Oral and Written Communication: An Analysis of Forms and Functions.
ED 214 364

Recommended Oral Communication Competencies (Grades 9-12).
ED 214 219

Sometimes I'll Start a Sentence in Spanish Y TERMINO EN ESPANOL'': Toward a Typology of Code-Switching. CENTRO Working Papers, No. 4.
ED 214 394

Speech Research: A Report on the Status and Progress of Studies on the Nature of Speech, Instrumentation for Its Investigation, and Practical Applications, January 1-March 31, 1982.
ED 214 226

A Suggested Model for Developing a K-12 Oral Communications Program.
ED 214 192

A Theoretical Model for Developing Speech Communication Competencies in the Basic Speech Course.
ED 214 214

Speech Curriculum
Back to a Basic in Lifelong Learning: Personal and Small Group Problem Solving.
ED 214 221

Recommended Oral Communication Competencies (Grades 9-12).
ED 214 219

A Suggested Model for Developing a K-12 Oral Communications Program.
ED 214 192

A Theoretical Model for Developing Speech Communication Competencies in the Basic Speech Course.
ED 214 214

Speech Evaluation
Evaluating Classroom Speaking.
ED 214 213

The Oral Speech Mechanism Screening Examination (OSMSE).
ED 214 975

Speech Handicaps
Speech Research: A Report on the Status and Progress of Studies on the Nature of Speech, Instrumentation for Its Investigation, and Practical Applications, January 1-March 31, 1982.
ED 214 226

Spouses
Survey of AASCU Presidential Spouses: Myths and Realities.
ED 214 490

Widowhood Fantasies: Incidence, Characteristics, and Potential Function.
ED 214 033

SRI Observational System
An Inter-Observer Reliability Study of the SRI Observation System as Modified for Use in a Study of Schooling. A Study of Schooling in the United States. Technical Report Series, No. 27
ED 214 895

Staff Development
Corporate Education: Threat or Opportunity? AAHE-ERIC/Higher Education Research Currents.
ED 214 453

A Guide to Better Inservice Education in Texas.
ED 214 932

Implementation and Assessment of a School Staff Development Model for Changing School Climate and Teacher Stress. Revised.
ED 214 868

Individualizing Staff Development in Rural Schcol Districts to Enhance Services for All Children, Including the Handicapped.
ED 214 696

A Massachusetts Career Education Staff Development Research Guide.
ED 213 950

A Massachusetts Guide: Promising Practices in Career Education.
ED 213 951

Opportunities for Schools of Education to Foster Practitioner Involvement in the Improvement of Teaching.
ED 214 862

Staff Development: A Systematic Process.
ED 214 332

Staff Development. SPEC Kit #75.
ED 214 538

Staff Utilization
Personnel Administration in Higher Education. Handbook of Faculty and Staff Personnel Practices.
ED 214 417//

Proceedings of the Southeastern Writing Center Conference (2nd, University of Alabama, February 6, 1982).
ED 214 164

Stages (Facilities)
A Guide to Dance Production. On With the Show.''

ED 214 922

Standard Spoken Usage
Oral and Written Communication: An Analysis of Forms and Functions.
ED 214 364

Standardized Tests
Assessment of Mandatory Placement in Communications: Fall 1981.
ED 214 599

Options in Education: Takes Listeners to the Core of the Issues. Standardized Testing, Parts 1-6, Program Nos. 280-285.
ED 214 943

Standards
Early Childhood Teacher Education Guidelines for Four- and Five-Year Programs. Position Statement of the National Association for the Education of Young Children, 1982.
ED 214 681//

International Federation of Library Associations Annual Conference Papers. Bibliographic Control Division: Bibliography and Cataloguing Sections (47th, Leipzig, East Germany, August 17-22, 1981).
ED 214 508

Sex Equity Guide for Industrial Arts Programs.
ED 213 909

Standards for Industrial Arts Programs.
ED 213 907

Stanford University CA
Rational Budgeting? The Stanford Case.
ED 214 468

State Agencies
U. T. R. Unit Treatment Rehabilitation Program.
ED 214 600

State Aid
Meeting Information Needs of the 80's. Report of the Commissioner's Committee on Statewide Library Development.
ED 214 529

New Jersey's Nonpublic Program: Issues and Perspectives.
ED 214 261

New Part 200 of the Regulations of the Commissioner of Education Effective July 1, 1982.
ED 214 315

New York State Bundy Aid Program, 1969-1981. A Historical Report on New York State Colleges and Universities Receiving State Aid Under Section 6401 of the Education Law.
ED 214 454

On the Role of the State in the Governing of Higher Education: A Bibliography of Lyman A. Glenny. Public Administration Series: Bibliography P-929.
ED 214 480

The Report and Recommendations of the New York State Special Task Force on Equity and Excellence in Education. Volume Two.

ED 214 268
State, Local, and Federal Financing for Illinois Public Schools, 1981-1982. Revised.
ED 214 267

State Colleges
Enhancement of Maryland's Predominantly Black Collegiate Institutions. Consultant's Report to the Desegregation Task Force of the State Board for Higher Education.
ED 214 422
The Foundation Handbook: A Private Foundation Approach to Fund Raising at State Colleges and Universities.
ED 214 484
Personal Dimensions of Increasing State Influence.
ED 214 485

State Curriculum Guides
A Guide to Curriculum Development in Career Education.
ED 213 982
Mathematics for Georgia Secondary Schools.
ED 214 774
State and District Curriculum Guides: One Aspect of the Formal Curriculum. A Study of Schooling in the United States. Technical Report Series, No. 9.
ED 214 879

State Departments of Education
Management Review of Evaluation Practice.
ED 214 983
Status Assessment: Act 685-Balanced Treatment for Creation-Science and Evolution-Science.
ED 214 781

State Government
Federal-Provincial Relations and Support for Universities.
ED 214 441
Personal Dimensions of Increasing State Influence.
ED 214 485

State Legislation
Education Lobbies in the Pennsylvania State Legislature.
ED 214 251
Effects of New York State Handicapped Regulations on Small, Rural and Large School Districts. Survey Report.
ED 214 693
New Part 200 of the Regulations of the Commissioner of Education Effective July 1, 1982.
ED 214 315
Recommendations for Relief from Burdensome State Mandates.
ED 214 238
Status Assessment: Act 685-Balanced Treatment for Creation-Science and Evolution-Science.
ED 214 781

State Licensing Boards
Drug Program Report: Credentialing.
ED 214 036

State of the Art Reviews
A Survey Review of Studies on Specific Aspects of Teaching Outdoor Education.
ED 214 738

State Programs
Executive Abstracts, 1980-81.
ED 215 018

Implementation of the Career Education Incentive Act in Tennessee: An Evaluator's Perspective.
ED 213 985

Oklahoma Annual Migrant Evaluation Report, Title I. 1981.
ED 214 722

Outdoor Education in Georgia.
ED 214 745

Supervision Manual: Social Studies Program.
ED 214 831

State School District Relationship
Guidelines for the Development of Programs for Students with Limited English Proficiency under Part 154 of the Regulations of the Commissioner of Education.
ED 214 380

A Guide to Curriculum Development in Career Education.
ED 213 982

Recommendations for Relief from Burdensome State Mandates.
ED 214 238

State Standards
Certificates in Georgia with Comparisons for Other States. Issues for Education Series.
ED 214 933

Drug Program Report: Credentialing.
ED 214 036

A Guide to Better Inservice Education in Texas.
ED 214 932

Report to the Utah State Board of Education on the Teacher Education Programs at Utah State University.
ED 214 928

Requirements for Certification for Elementary Schools, Secondary Schools, Junior Colleges. Teachers, Counselors, Librarians, Administrators. Forty-seventh Edition, 1982-83.
ED 214 931//

State Surveys
The Current Status of Ohio Middle Schools Implementation of Eighteen Middle School Characteristics.
ED 214 286//

Status Assessment: Act 685-Balanced Treatment for Creation-Science and Evolution-Science.
ED 214 781

A Study to Determine the Current Level of Implementation of Eighteen Basic Middle School Principles in the State of Missouri.
ED 214 280

State Universities

Maintaining Quality in Troubled Times. Pacific Rim Association for Higher Education Annual Conference (2nd, Seattle, Washington, October 13-14, 1981).
ED 214 483

Trends in Enrollment and Degrees Granted, 1948-1980: State University of New York.
ED 214 424

State University of New York

Trends in Enrollment and Degrees Granted, 1948-1980: State University of New York.
ED 214 424

Statewide Planning

Analysis of Tuition and Fees.
ED 214 598

Evaluation of Tennessee's State Plan for Career Education, 1980-81.
ED 213 906

In Pursuit of Excellence: The Report of the Prichard Committee on Higher Education in Kentucky's Future to The Kentucky Council on Higher Education.
ED 214 442

Interreliance: An Energy Awareness Project for the Community Colleges. A Report of the Task Force on Energy Education.
ED 214 587

Linking Californians for Learning: Next Steps for Telecommunications in California Postsecondary Education. Commission Report 81-28.
ED 214 530

Maryland Community Colleges: 1981 Program Evaluations.
ED 214 605

On the Role of the State in the Governing of Higher Education: A Bibliography of Lyman A. Glenny. Public Administration Series: Bibliography P-929.
ED 214 480

Postsecondary Occupational Education: National Trends, Issues, and Potential Implications for Texas Public Community/Junior Colleges.
ED 214 591

Proposition 13: Its Effects on the Missions of the California Community College System Reviewed with Recommendations for the Future and Perceptions of the Management Rights Clause by Managers in CCC's California Community Colleges . Management Report, 1981-2/3.
ED 214 561

Redirecting Higher Education in a Time of Budget Reduction. Issues in Higher Education.
ED 214 486

Report of the Statewide Continuing Library Education Advisory Committee on the Development of a Program to Meet the Educational Needs of New York Continuing Library Education Planners and Administrators.
ED 214 531

A Report on the Oregon Consortium for Student Success.
ED 214 585

State Plan for Global Education in Florida: Findings and Recommendations.
ED 214 821

Statewide Coordination in Technology Transfer.
ED 214 555

Statewide Programs
Development of Rural Leadership: Problems, Procedures, and Insights. Summary of an Impact Assessment of Public Affairs Leadership Programs Conducted in California, Michigan, Montana, and Pennsylvania and Executive Summary.
ED 214 748

Static Abstractions
Static Abstractions and the Teaching of Writing.
ED 214 176

Statistical Analysis
Psychometric Implications of the Unit-of-Analysis Problem'' (With Examples from the Measurement of Organizational Climate). A Study of Schooling in the United States. Technical Report Series, No. 3.
ED 214 873

Statistical Distributions
Annual Salary Study and Survey of Selected Personnel Issues, 1981. A Report on Administrative and Professional Staff and Salaries in Voluntary CWLA Member Agencies.
ED 214 624/

Status
A Comparison of the Effects of Sex and Status on the Perceived Appropriateness of Nonverbal Behaviors.
ED 214 222

A Report to the Board of Education of Anne Arundel County on the Status of the Schools.
ED 214 937

Steel Erection Safety. Module SH-39. Safety and Health.
ED 213 873

Stereotypes
Stereotyped Attitudes toward Various Portuguese Accents. Focus, Number 4.
ED 214 388

Stimulation
Early Intervention for High Risk Infants and Their Adolescent Mothers. Progress Report for Second Year, July 1, 1980-June 30, 1981.
ED 214 330

Relationships between Stimulus-Seeking, School Climate and Self-Reported Deviant Behavior in High Schools.
ED 214 242

Stimulus Seeking Behavior
Relationships between Stimulus-Seeking, School Climate and Self-Reported Deviant Behavior in High Schools.
ED 214 242

Stock Clerks
Doing Clerical Work. CAP Job Function.
ED 214 006

Storage
Preservation Conditions, Practices, and Needs in the General Libraries. A Report by the Preservation Committee.
ED 214 503

Warehousing Storage and Retrieval Safety. Module SH-23. Safety and Health.
ED 213 857

Story Telling
Recall of Scripts by Preschool Children.
ED 214 660

Strategic Planning
Strategic Planning: The Long Range Future of Community Colleges. A Report by the Projections Committee on Accreditation Reaffirmation at the College of the Mainland. Part I.
ED 214 601

Stratification
High School and Beyond: A National Longitudinal Study For the 1980's. Sample Design Report.
ED 214 990

Stress Management
Computer Analyzed Stress-Episode Cards: A Self-Awareness Feedback Technique.
ED 214 037

Stress Variables
Computer Analyzed Stress-Episode Cards: A Self-Awareness Feedback Technique.
ED 214 037

Is Aging Stressful?
ED 214 085

Preventing Burnout through Counselor Training.
ED 214 075

Pupil Control Ideology as a Source of Stress: The Student Teacher's Dilemma.
ED 214 917

Stress in School Environments: An Administrative Perspective.
ED 214 308

Structural Coupling (Organizations)
Structural Coupling in Schools.
ED 214 247

Structural Elements (Construction)
Walking and Working Surfaces. Module SH-06. Safety and Health.
ED 213 840

Student Adjustment
The College, the University and the Foreign Student.
ED 214 487

In Search of the Silken Purse: Factors in Attrition among First-Generation Students. Revised.
ED 214 431

Medical Students and Faculty Perceptions of Importance of Academic Milestones and Markers.
ED 214 467

A School Transfer Typology: Implications for New Theory, Revised Research Design, and Refocused School Policy and Practice.
ED 214 241

Social Network Formation of Entering College Freshmen.
ED 214 057

Title I Elementary and Secondary Act, 1965. Evaluation Reports, 1980-1981.
ED 215 037

Student Attitudes
Attitudes toward Motion Pictures among College Students.
ED 214 210

College-Students Cope With Color.
ED 215 056

A Comparative Study to Determine the Relationship between the Existing Practices of Selected Middle Schools and Student Performance on a Standardized Attitudinal Measure.
ED 214 277//

A Comparison of Middle School and High School Students' Attitudes toward School and Teachers.
ED 214 275//

Continuing Education Students.
ED 214 590

Educating Students Today for a Place in Society Tomorrow: The Lake Washington School District Futures Study. A Research Report.
ED 214 270

The Effect of Increased Exploratory Field Experiences Upon the Perceptions and Performance of Student Teachers.
ED 214 935

Effects of Increasing Time Allocated to Student Teaching.
ED 214 936

Evaluation of the Tennessee Nutrition Education and Training Program. 1981 Final Report.
ED 214 263

An Examination of the Viability of Class Climate as a Useful Construct in Secondary Schools. A Study of Schooling in the United States. Technical Report Series, No. 23.
ED 214 891

Faculty and Student Evaluations of College Classrooms.
ED 214 472

Foundations in Gerontological Education: Issues and Dilemmas for Students.
ED 214 084

Global Education. A Study of Schooling in the United States. Technical Report Series, No. 20.
ED 214 889

The Graying of the College Classroom: Impact of Older People as Peers in the Classroom on Attitudes and on Performance of Undergraduates.
ED 213 885

High School Preparation as Viewed by Academically Underprepared College Students.
ED 214 580

Item Variance Components and Units-of-Analysis in a Measure of Classroom Climate. A Study of Schooling in the United States. Technical Report Series, No. 7.
ED 214 877

Medical Students and Faculty Perceptions of Importance of Academic Milestones and Markers.
ED 214 467

Mexican-American and Anglo-American Student Perceptions of the Learning Environment of the Classroom. A Study of Schooling in the United States. Technical Report Series, No. 22.
ED 214 890

Parents and Their Children: A Study of Congruence on Attitudes About School. A Study of Schooling in the United States. Technical Report Series, No. 13.
ED 214 883

Participation Levels by Ethnicity in School Activities: Preliminary Indicators.
ED 215 052

PLATO in the Community College: Students, Faculty and Administrators Speak Out.
ED 214 549

Reasons Why Elementary and Secondary Students Do and Do Not Like Science.
ED 214 797

The Relationship of Selected Antecedent Variables to Outcomes of Training in Multicultural Education for Pre-service Teachers.
ED 214 923

Research on Selection Methods and Programming for Advanced Black Students at the Secondary Level of Education. Final Report.
ED 215 047

Science Education for Women and Minorities in an Urban Community College. Topical Paper Number 75.
ED 214 578

Students' Perceptions of Differential Treatment in the Classroom.
ED 214 980

The Teaching Profession as a Career Opportunity: Perceptions of High School Seniors, Pre-Service Teachers, and In-Service Teachers.
ED 214 924

Testing Potential Cost Saving and Controversial Actions: Community, Staff and Student Support.

ED 214 271

Variety and Intensity of School-Related Problems as Perceived by Teachers, Parents and Students. A Study of Schooling in the United States. Technical Report Series, No. 17.

ED 214 887

Student Attrition

Age of Admission and Trends in Achievement: A Comparison of Blacks and Whites.

ED 215 034

In Search of the Silken Purse: Factors in Attrition among First-Generation Students. Revised.

ED 214 431

Student Attrition at the Community College: The Need for Conceptual Clarification.

ED 214 609

The UCLA Community College Student Survey Project.

ED 214 547

Student Behavior

Activities Ideas Definition Strategies (AIDS). Learning Disabilities: A Book of Resources for the Classroom Teacher.

ED 214 358

The Contextual Correlates of the Relative Expenditures of Classroom Time on Instruction and Behavior: An Exploratory Study of Secondary Schools and Classes. A Study of Schooling in the United States. Technical Report Series, No. 26.

ED 214 894

The Design of Educational Environments: An Expression of Individual Differences or Evidence of the Press toward Synomorphy?''

ED 214 250

Relationships between Stimulus-Seeking, School Climate and Self-Reported Deviant Behavior in High Schools.

ED 214 242

Student Centered Curriculum

The Emerging Middle School Language Arts Program.

ED 214 278//

Student Characteristics

Academic Engaged Time and Its Relationship to Learning: A Review of the Literature.

ED 214 930

Baruch College Annual Freshman Survey, Fall 1980.

ED 214 459

California College-Going Rates and Community College Transfers: 1980 Update.

ED 214 589

Canadian Medical Education Statistics, 1980/81 Statistiques Relatives a l'enseignement Medical au Canada.
ED 214 421

Continuing Education Students.
ED 214 590

Counseling and Accommodating the Student with Learning Disabilities.
ED 214 338

Determining the College Destination of Black Students.
ED 215 031

An Examination of the Viability of Class Climate as a Useful Construct in Secondary Schools. A Study of Schooling in the United States. Technical Report Series, No. 23.
ED 214 891

Factors Related to Problem Solving by College Students in Developmental Algebra.
ED 214 614

Fall 1980 to Fall 1981 Enrollment Comparisons Based on First Census.
ED 214 560

The Grade Nine Student Survey: Fall 1980.
ED 214 965

The Influence of Student Characteristics on Absentee Patterns: Ninth Graders, 1979-80.
ED 215 019

Profile of Entering Students: A Comparison between New Full-Time Students in Fall, 1979, Fall, 1980, and Fall, 1981.
ED 214 566

Public and Private Schools. An Analysis of High School and Beyond: A National Longitudinal Study for the 1980's.
ED 214 314

The Relationship of Selected Antecedent Variables to Outcomes of Training in Multicultural Education for Pre-service Teachers.
ED 214 923

Residential Education in Israel. Report of the Israeli-American Seminar on Out of School Education''.
ED 215 049

School Culture and Academic Achievement: A Cross-gender, Cross-cultural Study.
ED 214 307

Stress in School Environments: An Administrative Perspective.
ED 214 308

A Study of the Contributing Factors Relating to Why American Indian Students Drop Out of Or Graduate from Educational Programs at the University of North Dakota.
ED 214 737

Washington Community Colleges Fall Quarter Report, 1981.
ED 214 593

Student College Relationship

Academic Advisors: The Boundary Spanners.
ED 214 481

The UCLA Community College Student Survey Project.
ED 214 547

Student Costs
Analysis of Tuition and Fees.
ED 214 598
University of Minnesota Undergraduate Student Financing, 1980-81: A Study of Expenses and Sources.
ED 214 474

Student Development
Career Demands and Student Ability at an Undergraduate Professional School: An Examination and Recommendations Based on the Perry Scheme of Development. Revised.
ED 214 429
The Developmental Program at Alvin Community College: A Description. Revised Edition.
ED 214 574
Faculty-Counselor Collaboration in the Developmental Classroom: A How-To Manual.
ED 214 056
Hearing How Students Make Meaning'': Listening Through Perry Ears.
ED 214 461
Integrating the Community and the Classroom: Instructors Describe the Results.
ED 214 435
The Relationship of Selected Antecedent Variables to Outcomes of Training in Multicultural Education for Pre-service Teachers.
ED 214 923
Rough Rock Demonstration School Basic Skills Improvement Project. Final Report.
ED 214 709

Student Educational Objectives
Continuing Education Students.
ED 214 590

Student Employment
University of Minnesota Undergraduate Student Financing, 1980-81: A Study of Expenses and Sources.
ED 214 474

Student Evaluation
The Analysis of Brain Function A New Approach to the Assessment of

Children with Learning Disorders.
ED 214 351
Basic Education: Fundamentally a Concern for Competent, Effective Teachers.
ED 214 857
Cooperative Education, Experiential Learning, and Personal Knowledge.
ED 214 426
Evaluating Classroom Speaking.
ED 214 213
Evaluating Student and Program Performance: A Faculty Perspective.
ED 214 992
Evaluation Design Project: School District Organization Study. Annual Report.
ED 214 297
The Junior High Teacher as a Classroom Evaluator.
ED 214 285//
Longitudinal Assessment of Instructional Competency: Three Stages of Preservice Professional Development.
ED 214 901

Secondary Physical Education Curriculum and Resource Guides. 1980.
ED 214 858

Student Evaluation of Teacher Performance
A Comparison of Middle School and High School Students' Attitudes toward School and Teachers.
ED 214 275//

Teacher and Administrator Evaluation. Bibliographies in Education. No. 74.
ED 214 900

Student Exchange Programs
American Study Programs in China: An Interim Report Card.
ED 214 447

Student Financial Aid
The CSS Guide to Implementing Financial Aid Data Processing Systems.
ED 214 478

University of Minnesota Undergraduate Student Financing, 1980-81: A Study of Expenses and Sources.
ED 214 474

Student Government
Student Council Activity Resource Book.
ED 214 239

Student Interests
Teacher Perceived Sources of Influence on What is Taught in Subject Areas. A Study of Schooling in the United States. Technical Report Series, No. 15.
ED 214 885

Student Loan Programs
College on Credit: A History of United Student Aid Funds; 1960-1980.
ED 214 438//

Student Mobility
A School Transfer Typology: Implications for New Theory, Revised Research Design, and Refocused School Policy and Practice.
ED 214 241

Student Motivation
An Analysis of the Secondary School Science Curriculum and Directions for Action in the 1980's. 1982 AETS Yearbook.
ED 214 759

Cross-Cultural Patterns in Achievement Motivation: Ethnic Group and Sex Comparisons in Fiji.
ED 214 058

The Functions of Reading in Four Elementary Classrooms and Their Effects on Children's Reading Interests.
ED 214 103

Proceedings of the Southeastern Writing Center Conference (2nd, University of Alabama, February 6, 1982).
ED 214 164

Releasing the Remedial Reader's Creative Power.
ED 214 141

Student Motivation in Vocational Education.
ED 213 943

Student Needs
Counseling the Bilingual Student. Searchlight Plus: Relevant Resources in High Interest Areas, 54 .
ED 214 050

Defensible Educational Goals and Needs-Assessment Strategies. Studies in Evaluation and Decision Making. Work Unit 3: Philosophic Inquiry into Evaluation.
ED 214 949

Educating Verbally Gifted Youth. Fastback 176.
ED 214 160

Elementary School Guidance and Counseling: Suggested Guidelines for School Districts.
ED 214 080

Examining Self-Esteem Needs in School Programs Through Item Analysis.
ED 214 993

Exceptional Students: Exceptional Needs.
ED 214 291//

Individualizing Staff Development in Rural School Districts to Enhance Services for All Children, Including the Handicapped.
ED 214 696

Migrant Education: An Annotated Bibliography.
ED 214 724

The Report and Recommendations of the New York State Special Task Force on Equity and Excellence in Education. Volume Two.
ED 214 268

Special Needs Guide for Industrial Arts Programs.
ED 213 910

Student Organizations
AIASA Guide for Industrial Arts Programs.
ED 213 908

Participation Levels by Ethnicity in School Activities: Preliminary Indicators.
ED 215 052

Student Participation
Communicative Competence of Kindergarten Children: A Sociolinguistic Perspective.
ED 214 387

Participation Levels by Ethnicity in School Activities: Preliminary Indicators.
ED 215 052

Student Personnel Services
Community College Adaptation to Serve the Needs of Mildly Handicapped Teenagers and Young Adults.
ED 214 618

Planning and Evaluation Information in the Office of Student Affairs: Review and Recommendations. A Report of the OSA Task Force on Research and Planning Information.
ED 214 473

A Report on the Oregon Consortium for Student Success.
ED 214 585

A Review of Youth Services as a Component of the LACCD: Completed as a Part of the Feasibility Study Directed toward the Improvement of Occupational/Technical Education in the San Fernando Valley.
ED 214 604

Student Placement

Academic Engaged Time and Its Relationship to Learning: A Review of the Literature.
ED 214 930

The Admission and Academic Placement of Students from Selected South American Countries: Bolivia, Brazil, Paraguay, Uruguay. A Workshop Report, September-October, 1977.
ED 214 451

Assessment of Mandatory Placement in Communications: Fall 1981.
ED 214 599

The Effect of Court-Ordered Desegregation on Minority Students' Achievement: There's No Place Like Home.
ED 215 063

Effects of New York State Handicapped Regulations on Small, Rural and Large School Districts. Survey Report.
ED 214 693

Limiting Opportunity: Student Race and Curricular Differences in Secondary Vocational Education. A Study of Schooling in the United States. Technical Report Series, No. 28.
ED 214 896

The Promotional Gates Program: Mid-Year Assessment and Analysis of

January, 1982 Test Results. Evaluation Report.
ED 215 011

Research on Selection Methods and Programming for Advanced Black Students at the Secondary Level of Education. Final Report.
ED 215 047

Tracking Policies and Practices: School By School Summaries. A Study of Schooling in the United States. Technical Report Series, No. 25.
ED 214 893

Validation of the New Jersey College Basic Skills Placement Test.
ED 214 945

Student Projects

Mathematics Projects Handbook. Second Edition.
ED 214 773//

Undergraduate Project Work.
ED 214 439

Undergraduate Project Work. Part I: The Report and Part II: Questionnaire Responses.
ED 214 440

Student Reaction

The Effect of the States of Prior Knowledge on Question Answering.
ED 214 121

Peers' Requests and Responses in Third-Grade Reading Groups.
ED 214 119

Weaving the Web of Meaning: Interaction Patterns in Peer-Response Groups.
ED 214 202

Student Recruitment
Marketing in Higher Education. AAHE-ERIC/Higher Education Research Report No. 5, 1981.
ED 214 445

Model for Identifying, Profiling, Recruiting, and Serving the Disadvantaged in Kentucky.
ED 213 936

Student School Relationship
A Comparison of Middle School and High School Students' Attitudes toward School and Teachers.
ED 214 275//

A Study of Schooling: Series of Introductory Descriptions. Reprinted from the Phi Delta Kappan, A Study of Schooling in the United States. Technical Report Series, No. 1.
ED 214 871//

Student Self Report
Research into the Development of Affective Instruments in the Lansing School District, Final Report. Part 1: The Development of an Instrument to Measure the Effect of Counseling Services on Elementary Children in Grades Three through Six and Part 2: The Development of an Instrument to Measure the Effects of Counseling Services on Elementary Children in Grades One and Two.
ED 214 939

Student Teacher Ratio
A Cause for National Pause: Title I Schoolwide Projects.
ED 214 996

Student Teacher Relationship
Academic Engaged Time and Its Relationship to Learning: A Review of the Literature.
ED 214 930

Analysis of Dialogue Journal Writing as a Communicative Event. Final Report. Volume I.
ED 214 196

Analysis of Dialogue Journal Writing as a Communicative Event. Final Report. Volume II.
ED 214 197

Basic Problems in Planning and Conducting Student Writing Conferences.
ED 214 189

A Case Study of Teacher Role Enactment in an Urban Elementary School.
ED 214 300

The Color of Misbehaving: Two Case Studies of Deviant Boys in a Magnet School.
ED 215 062

A Comparison of the Attitudes of Elementary, Middle and High School Teachers.

ED 214 287//
An Inter-Observer Reliability Study of the SRI Observation System as Modified for Use in a Study of Schooling. A Study of Schooling in the United States. Technical Report Series, No. 27
ED 214 895
Relationships between Level of Moral Cognitive Development, Teachers' Understanding of Educational Issues and Teaching Practices.
ED 214 925
The Social Construction of Reading Lessons: Insights into Social Reproduction.
ED 214 149
The Social Origins of Comprehension Skills at the Pre-Reading Level.
ED 214 116
Students' Perceptions of Differential Treatment in the Classroom.
ED 214 980
Student Teacher Conversations about Writing: Shifting Topics in the Writing Conference.
ED 214 181
Teacher Response to Gifted Middle School Students.
ED 214 284//
Teaching and Learning. A Study of Schooling in the United States. Technical Report Series, No. 18.
ED 214 888

Student Teacher Supervisors
Horizontal Evaluation: An Investigation Into an Approach to Student Teacher Supervision.
ED 214 904

Student Teachers
Horizontal Evaluation: An Investigation Into an Approach to Student Teacher Supervision.
ED 214 904
Mainstreaming the Hearing-Impaired Teacher.
ED 214 918
Outdoor Education: A Unique Experience for Student Teachers at U.N.B.'s Faculty of Education.
ED 214 739
Pupil Control Ideology as a Source of Stress: The Student Teacher's Dilemma.
ED 214 917

Student Teaching
Effects of Increasing Time Allocated to Student Teaching.
ED 214 936

Student Volunteers
Guidelines for Projects in Community Service: A College-Credit Course in Volunteer, Off-Campus Community Work, Career Exploration, On-the-Job Experience.
ED 214 551

Study Abroad
American Study Programs in China: An Interim Report Card.
ED 214 447

Study of Schooling (A)
Development and Psychometric Analyses of Major Scales Utilized in A Study of Schooling. A Study of Schooling in the United States. Technical Report Series, No. 4.
ED 214 874

Experiencing Research. A Study of Schooling in the United States. Technical Report Series, No. 8.
ED 214 878

The Methodology of Classroom Observation in a Study of Schooling. A Study of Schooling in the United States. Technical Report Series, No. 5.
ED 214 875

A Study of Schooling: Methodology. A Study of Schooling in the United States. Technical Report Series, No. 2.
ED 214 872

A Study of Schooling: Series of Introductory Descriptions. Reprinted from the Phi Delta Kappan. A Study of Schooling in the United States. Technical Report Series, No. 1.
ED 214 871//

Study Skills
A Classroom Teacher's Guide to Reading Improvement in Middle School Language Arts. Revised Edition. Resource Monograph No. 18.
ED 214 125

A Classroom Teacher's Guide to Reading Improvement in Middle School Science. Resource Monograph No. 19.
ED 214 123

A Classroom Teacher's Guide to Reading Improvement in Middle School Social Studies. Revised Edition. Resource Monograph No. 17.
ED 214 122

Listening, Study Skills, and Reading: Measuring and Meeting College Freshman Needs in the 1980's.
ED 214 111

The Teaching of Test Taking Skills, Grades 7 and 9.
ED 214 153

Subject Index Terms
Indexing in Art and Architecture: An Investigation and Analysis. Report to the Council on Library Resources.
ED 214 497

Subtraction
Kindergarten and First-Grade Children's Strategies for Solving Addition and Subtraction Problems in Abstract and Verbal Problem Contexts. Report from the Program on Studies in Mathematics. Technical Report No. 583.
ED 214 652

Success
Achievement Attributions by Young and Old Judges as a Function of Perceived Age of Stimulus Person.
ED 214 072

Causal Attributions and Normal Mood Variations.
ED 214 043

Expectancy Climate and School Effectiveness.
ED 214 246

Structural Coupling in Schools.
ED 214 247

Summative Evaluation
Evaluation Workshop VI: Summative Evaluation. New Edition
ED 214 960

Summer Science Programs
1981 Kuwait Summer Students Training Program, Secondary Component. An Evaluation Report.
ED 214 782

Superintendents
Superintendent Contracts: What Should They Say?
ED 214 227

Supervisory Methods
Horizontal Evaluation: An Investigation Into an Approach to Student Teacher Supervision.
ED 214 904

Supervisory Training
Towards a Model for Satellite-Based Instruction at the University of Victoria. Report on the ANIK-B Experimental Project, September 1979 to June 1980. Summary Report.
ED 214 492

Supplementary Reading Materials
Introduction to Population Modeling.
ED 214 778

Knowing and Caring Toward an Effective Social Studies Reading Program.
ED 214 146

Teaching Natural Resource Management Through Environmental Education Activities.
ED 214 752

Topics in the Theory of Voting.
ED 214 777

UMAP Modules-Units 60-62, 67, 68, 70.
ED 214 783

UMAP Modules-Units 71, 72, 73, 74, 75, 81-83, 234.
ED 214 784

Surveys
On Building an A-Posteriori Index from Survey Data: A Case for Educational Planners' Assessment of Attitudes towards an Educational Innovation.
ED 214 964

Survival Skills
Survival Skills. Pre-Apprenticeship Phase 2 Training. Instructors Guide
ED 213 905

Suspension
Grading Issues in a Desegregating System.
ED 215 051

Swedish

Managing Questions: Data from Second Language Learners of Swedish.
ED 214 401

Symbolic Play
Cognitive Correlates of Early Multiword Speech.
ED 214 641

Conceptual Development and Early Multiword Speech.
ED 214 640

Symbolic Representation
Medical Terminology: Latin Words/Abbreviations; Special Signs and Symbols. Health Occupations Education Module.
ED 213 963

Symbols (Mathematics)
The Effects of Instruction on Children's Understanding of the Equals'' Sign.
ED 214 765

Synomorphy
The Design of Educational Environments: An Expression of Individual Differences or Evidence of the Press toward Synomorphy?''
ED 214 250

Synonyms
Toward a Rhetorical Theory of Style.
ED 214 178

Synthesis
Reading Research Synthesis: Problems and Challenges.
ED 214 134

Systems Analysis
Business/Office Occupations Data Processing Data Processing Concepts, Data Entry Operator, Computer Operator, Computer Programmer, Systems Analyst.
ED 213 945

Systems Development
The Development of Standards to Ensure the Competency of Physician Assistants. Volume V of V: The Design of a System of Accreditation and Maintenance of a Roster of CME Programs for Physician Assistants. Final Report, July 1, 1976-August 14, 1979.
ED 213 920

Tactile Communication
Cross-Cultural Differences in Self-Reported Touch Avoidance.
ED 214 206

Tactile Defensiveness
Cross-Cultural Differences in Self-Reported Touch Avoidance.
ED 214 206

Taiwan
Gifted and Talented Education in The Republic of China.
ED 214 323

Talent
Identifying Low Income, Minority, Gifted and Talented Youngsters.
ED 214 328

Program for the Gifted/Talented Child and Independent Study Curriculum Guide.
ED 214 353

Talent Development
Educating Verbally Gifted Youth. Fastback 176.
ED 214 160

Talent Identification
Behavioral Characteristics of Gifted Navajo Students as Correlated with Intellectual Ability and Creativity.
ED 214 713

Educating Verbally Gifted Youth. Fastback 176.
ED 214 160

Identifying Low Income, Minority, Gifted and Talented Youngsters.
ED 214 328

Task Analysis
Physical Education Opportunity Program for Exceptional Learners (PEOPEL): An Administrative Guide for Secondary Schools. Third Edition.
ED 214 317

Physical Education Opportunity Program for Exceptional Learners (PEOPEL): A Teacher's Guide for Secondary Schools. Second Edition.
ED 214 316

Teacher Administrator Relationship
The Alienated Teacher: A Profile.
ED 214 905

A Case Study of Teacher Role Enactment in an Urban Elementary School.
ED 214 300

The Mediating Role of Principals' Situational Favorableness on School Effectiveness in Lebanon.
ED 214 298

The Public School as Workplace: The Principal as a Key Element in Teacher Satisfaction. A Study of Schooling in the United States. Technical Report Series, No. 32.
ED 214 899

Teacher Aides
Paid Early Field Experience for College Education Majors.
ED 214 934

Teacher Alienation
The Alienated Teacher: A Profile.
ED 214 905

Teacher Attendance
How Milwaukee Officials Administer Their Board's Sick Leave Policy.
ED 214 234

Update on Teacher Absenteeism.
ED 214 257

You Can't Afford for Teachers to Be Out, So Take These Steps Now to Stop Absenteeism.
ED 214 233

Teacher Attitudes
Academic Engaged Time and Its Relationship to Learning: A Review of the Literature.
ED 214 930

The Alienated Teacher: A Profile.
ED 214 905

Assessing a Controversial In-Service Program: An Action Research Approach.
ED 214 971

The Color of Misbehaving: Two Case Studies of Deviant Boys in a Magnet School.
ED 215 062

A Comparison of the Attitudes of Elementary, Middle and High School Teachers.
ED 214 287//

Educating Students Today for a Place in Society Tomorrow: The Lake Washington School District Futures Study. A Research Report.
ED 214 270

Evaluating Student and Program Performance: A Faculty Perspective.
ED 214 992

An Examination of the Viability of Class Climate as a Useful Construct in Secondary Schools. A Study of Schooling in the United States. Technical Report Series, No. 23.
ED 214 891

Faculty and Student Evaluations of College Classrooms.
ED 214 472

Global Education. A Study of Schooling in the United States. Technical Report Series, No. 20.
ED 214 889

Integrating the Community and the Classroom: Implementing at the Postsecondary Level.
ED 214 436

Integrating the Community and the Classroom: Instructors Describe the Results.
ED 214 435

Medical Students and Faculty Perceptions of Importance of Academic Milestones and Markers.
ED 214 467

Perceived Communication and Training Needs of Parents and School Professionals.
ED 214 329

The Place of Teachers' Beliefs in Research on Teacher Thinking and Decision Making, and on Alternative Methodology.
ED 214 864

PLATO in the Community College: Students, Faculty and Administrators Speak Out.
ED 214 549

Project T.E.A.C.H.: An Evaluative Study.
ED 214 920

The Public School as Workplace: The Principal as a Key Element in Teacher Satisfaction. A Study of Schooling in the United States. Technical Report Series, No. 22.
ED 214 899

Pupil Control Ideology as a Source of Stress: The Student Teacher's Dilemma.
ED 214 917

Readiness for Individualization of Instruction: A School Climate Assessment Procedure.
ED 214 254

Relationships between Level of Moral Cognitive Development, Teachers' Understanding of Educational Issues and Teaching Practices.
ED 214 925

Small Groups for Instruction: An Investigation of Teacher Viewpoints.
ED 214 282//

A Study of Openness to New Experiences of Middle School Teachers as Compared to Elementary and Secondary Teachers.
ED 214 274//

A Study of Schooling: Series of Introductory Descriptions. Reprinted from the Phi Delta Kappan. A Study of Schooling in the United States. Technical Report Series, No. 1.
ED 214 871//

A Study of the Perceptions of Performance Skills of Middle School Principals by Selected Teachers and Principals.
ED 214 288//

Teacher Burnout and Perceived Job Security (Dynamics and Implications).
ED 214 867

Teacher Development: A Look at Changes in Teacher Perceptions Across Time.
ED 214 926

Teacher Perceived Sources of Influence on What is Taught in Subject Areas. A Study of Schooling in the United States. Technical Report Series, No. 15.
ED 214 885

Teacher Response to Gifted Middle School Students.
ED 214 284//

Teachers' Educational Beliefs. A Study of Schooling in the United States. Technical Report Series, No. 14.
ED 214 884

Teachers in Their Fifth Year: An Analysis of Teaching Concerns from the Perspectives of Adult and Career Development.
ED 214 906

Teachers' Perceptions of Their Own Influence Over School Policies and Decisions. A Study of Schooling in the United States. Technical Report Series, No. 16.
ED 214 886

Teachers under Duress: Some Effects of Declining Enrollment and District Staffing Policies.
ED 214 245

Teachers' Understanding of the Reading Process.
ED 214 159

The Teaching Profession as a Career Opportunity: Perceptions of High School Seniors, Pre-Service Teachers, and In-Service Teachers.
ED 214 924

Testing Potential Cost Saving and Controversial Actions: Community, Staff and Student Support.
ED 214 271

Test Use in Schools. Studies in Measurement and Methodology, Work Unit 4.
ED 214 951

Variety and Intensity of School-Related Problems as Perceived by Teachers, Parents and Students. A Study of Schooling in the United States. Technical Report Series, No. 17.
ED 214 887

208 English Teachers. A Study of Schooling in the United States.

Technical Report Series, No. 11.
ED 214 881

Teacher Background

Teacher Perceived Sources of Influence on What is Taught in Subject Areas. A Study of Schooling in the United States. Technical Report Series, No. 15.
ED 214 885

208 English Teachers. A Study of Schooling in the United States. Technical Report Series, No. 11.
ED 214 881

Teacher Behavior
Basic Education: Fundamentally a Concern for Competent, Effective Teachers.
ED 214 857

The Place of Teachers' Beliefs in Research on Teacher Thinking and Decision Making, and on Alternative Methodology.
ED 214 864

Relationships between Level of Moral Cognitive Development, Teachers' Understanding of Educational Issues and Teaching Practices.
ED 214 925

Teacher Development: A Look at Changes in Teacher Perceptions Across Time.
ED 214 926

Teaching and Learning. A Study of Schooling in the United States. Technical Report Series, No. 18.
ED 214 888

Teaching Lessons: Incentives for Structuring Learning Activities.
ED 214 309

Teacher Burnout
Sociological Approaches to Issues on Teacher Burnout.
ED 214 910

Teacher Burnout and Perceived Job Security (Dynamics and Implications).
ED 214 867

Teacher Centers
Newark Teacher Center Principals' Survey. Analysis and Report.
ED 214 870

Teacher Certification
Certificates in Georgia with Comparisons for Other States. Issues for Education Series.
ED 214 933

Requirements for Certification for Elementary Schools, Secondary Schools, Junior Colleges. Teachers, Counselors, Librarians, Administrators. Forty-seventh Edition, 1982-83.
ED 214 931//

Special Education Certification and Approval Requirements and Procedures. No. 352.
ED 214 345

Utilizing Experiential Learning in Assessing Occupational Competencies of T&I Instructors.
ED 213 820

Teacher Characteristics
The Contextual Correlates of the Relative Expenditures of Classroom Time on Instruction and Behavior: An Exploratory Study of Secondary Schools and Classes. A Study of Schooling in the United States. Technical Report Series, No. 26.
ED 214 894

The Effective Teacher. Position Paper.
ED 214 865

An Examination of the Viability of Class Climate as a Useful Construct in Secondary Schools. A Study of Schooling in the United States. Technical Report Series, No. 23.
ED 214 891

Mexican-American and Anglo-American Student Perceptions of the Learning Environment of the Classroom. A Study of Schooling in the United States. Technical Report Series, No. 22.
ED 214 890

The Place of Teachers' Beliefs in Research on Teacher Thinking and Decision Making, and on Alternative Methodology.
ED 214 864

Selected Characteristics of Full-Time Professional Staff; Community Colleges, Fall 1981.
ED 214 567

208 English Teachers. A Study of Schooling in the United States. Technical Report Series, No. 11.
ED 214 881

Teacher Corps

Technical Status Report on Staff Development. Final Report.
ED 214 863

Teacher Developed Materials

Language for Specific Purposes Program-Development and Implementation of a Vocation-Specific Language Acquisition Course of Study.
ED 214 390

Teacher Education

A Comparison of Middle School and High School Students' Attitudes toward School and Teachers.
ED 214 275//

Concerns for Meeting the Needs of Black Handicapped Children with Implications for Teacher Education.
ED 214 321

Early Childhood Teacher Education Guidelines for Four- and Five-Year Programs. Position Statement of the National Association for the Education of Young Children, 1982.
ED 214 681//

The High School Mathematics Library. Seventh Edition.
ED 214 772//

Mirroring Ourselves: Reflections on Social Studies Teacher Education.
ED 214 814

The Preparation of High School Science Teachers in North Carolina: Baseline Data for the 1980's. Science Education Report.
ED 214 796

Problems and Issues in Educating Bilingual Handicapped Children with Implications for Teacher Education.
ED 214 322

Serving Our Teaching Assistants and Our Profession: Teaching Graduate Students to Teach Composition.
ED 214 170

A Study of Openness to New Experiences of Middle School Teachers as Compared to Elementary and Secondary Teachers.
ED 214 274//

A Survey Review of Studies on Specific Aspects of Teaching Outdoor Education.
ED 214 738

Teachers' Knowledge of School Law.
ED 214 869

Texas Driver and Traffic Safety Education Teacher Preparation Guide.
ED 214 031

Teacher Education Programs

Early Childhood Teacher Education Guidelines for Four- and Five-Year Programs. Position Statement of the National Association for the Education of Young Children, 1982.
ED 214 681//

The Educational Professions: Preparation and Practice.
ED 214 235

Implementing Educational Equity Practices in a Field-Based Teacher Education Program: Some Promising Practices.
ED 214 919

Mainstreaming the Hearing-Impaired Teacher.
ED 214 918

Report to the Utah State Board of Education on the Teacher Education Programs at Utah State University.
ED 214 9[illegible]

The Status of Reading Instruction in the College of Education at Southern University, Baton Rouge, Louisiana.
ED 214 109

A Study of Programs to Prepare Early Childhood Personnel.
ED 214 662

Survey Results: Preservice Preparation of Teachers of Science at the Elementary, Middle, and Junior High School Levels.
ED 214 804

Technical Status Report on Staff Development. Final Report.
ED 214 863

Teacher Educator Education

Report of the Statewide Continuing Library Education Advisory Committee on the Development of a Program to Meet the Educational Needs of New York Continuing Library Education Planners and Administrators.
ED 214 531

Teacher Effectiveness

The Effective Teacher. Position Paper.
ED 214 865

An Investigation of the Impact of the Wisconsin Writing Project on Student Composition.
ED 214 203

Mirroring Ourselves: Reflections on Social Studies Teacher Education.
ED 214 814

Native American Education. Topic Summary Report.
ED 214 700

The Social Construction of Reading Lessons: Insights into Social Reproduction.
ED 214 149

Teacher and Administrator Evaluation. Bibliographies in Education. No. 74.
ED 214 900

Teacher Evaluation
Horizontal Evaluation: An Investigation Into an Approach to Student Teacher Supervision.
ED 214 904
The Management and Administration of Instructional Supervision.
ED 214 305
Teacher and Administrator Evaluation. Bibliographies in Education. No. 74.
ED 214 900

Teacher Exchange Programs
A Personnel Exchange Model for Vocational Education, Business, and Industry. Skills/Experience Exchange Program. Project Report.
ED 213 984

Teacher Expectations
Expectancy Climate and School Effectiveness.
ED 214 246
Improving Schools for Low Achieving Children: A System Dynamics Policy Study.
ED 214 243

Teacher Improvement
Making the Public Schools Work: Urban Education in the '80s. FOCUS 9.
ED 215 033
Newark Teacher Center Principals' Survey. Analysis and Report.
ED 214 870

Teacher Influence
The Functions of Reading in Four Elementary Classrooms and Their Effects on Children's Reading Interests.
ED 214 103

Student Motivation in Vocational Education.
ED 213 943
Teachers' Perceptions of Their Own Influence Over School Policies and Decisions. A Study of Schooling in the United States. Technical Report Series, No. 16.
ED 214 886

Teacher Morale
A Cause for National Pause: Title I Schoolwide Projects.
ED 214 996
The Public School as Workplace: The Principal as a Key Element in Teacher Satisfaction. A Study of Schooling in the United States. Technical Report Series, No. 32.
ED 214 899

Teacher Motivation
Teaching Lessons: Incentives for Structuring Learning Activities.
ED 214 309

Teacher Participation
Developing Effective Middle Schools through Faculty Participation.
ED 214 272

Opportunities for Schools of Education to Foster Practitioner Involvement in the Improvement of Teaching.
ED 214 862

Teachers' Perceptions of Their Own Influence Over School Policies and Decisions. A Study of Schooling in the United States. Technical Report Series, No. 16.
ED 214 886

Utilizing Community Resources in the Classroom: An In-service Reference Collection.
ED 214 927

Teacher Persistence

Teachers in Their Fifth Year: An Analysis of Teaching Concerns from the Perspectives of Adult and Career Development.
ED 214 906

Teacher Qualifications

Certificates in Georgia with Comparisons for Other States. Issues for Education Series.
ED 214 933

Death Education's Quest for Maturity.
ED 214 489

Utilizing Experiential Learning in Assessing Occupational Competencies of T&I Instructors.
ED 213 820

Teacher Recruitment

The Teaching Profession as a Career Opportunity: Perceptions of High School Seniors, Pre-Service Teachers, and In-Service Teachers.
ED 214 924

Teacher Response

Pupil Control Ideology as a Source of Stress: The Student Teacher's

Dilemma.
ED 214 917

Teacher Responsibility

Handbook for General Cooperative Education Teacher-Coordinators in Louisiana. Bulletin 1669.
ED 213 938

Handbook for Marketing and Distributive Education Teacher-Coordinators in Louisiana. Bulletin 1170.
ED 213 939

Teachers' Knowledge of School Law.
ED 214 869

Teacher Role

Academic Advisors: The Boundary Spanners.
ED 214 481

A Case Study of Teacher Role Enactment in an Urban Elementary School.
ED 214 300

The Effective Teacher. Position Paper.
ED 214 865

Guidelines for the Teaching of Test Taking Skills Senior High.
ED 214 154

Integrated and Early Childhood Education: Preparation for Social Development. Summary Report and Conclusions, Eastern Hemisphere Seminar (2nd, Salisbury, Zimbabwe, February 24-March 7, 1981).
ED 214 625

An Investigation of the Impact of the Wisconsin Writing Project on Student Composition.
ED 214 203

Job Search Skills Instructor Guide.
ED 214 023

Parents and Teachers Strategies for Improving and Coordinating Support Systems for Hearing-Impaired Students.
ED 214 324

Program Assessment Guide for Public School Special Education Services to Visually Handicapped Students.
ED 214 343

Relationships between Level of Moral Cognitive Development, Teachers' Understanding of Educational Issues and Teaching Practices.
ED 214 925

Role Conflict and Accord: The Artist and Humanist in the University.
ED 214 432

A Study of Sex Differences in the Freshman Composition Course at the University of Texas at Austin.
ED 214 167

The Teaching of Test Taking Skills, Fifth Grade Level. Revised Edition.
ED 214 152

The Teaching of Test Taking Skills, Grades 7 and 9.
ED 214 153

The Teaching of Test Taking Skills-Grade Three. Revised Edition.
ED 214 151

Teacher Salaries

Fall 1980 Salary Survey for the Illinois Public Community Colleges.
ED 214 548

Review of Model Specifications.
ED 214 408

Teacher Student Conferences

Basic Problems in Planning and Conducting Student Writing Conferences.
ED 214 189

Student Teacher Conversations about Writing: Shifting Topics in the Writing Conference.
ED 214 181

Teacher Supervision

Horizontal Evaluation: An Investigation Into an Approach to Student Teacher Supervision.
ED 214 904

The Management and Administration of Instructional Supervision.
ED 214 305

Teacher Welfare
Teachers' Knowledge of School Law.
ED 214 869

Teaching (Occupation)
A Horse of a Different Color: Living Happily as a Writing Teacher for Lawyers and Other Professionals.
ED 214 179

Resource Handbook on Manpower Flexibility Options in Ontario Universities.
ED 214 409

The Teaching Profession as a Career Opportunity: Perceptions of High School Seniors, Pre-Service Teachers, and In-Service Teachers.
ED 214 924

Teaching Assistants
Serving Our Teaching Assistants and Our Profession: Teaching Graduate Students to Teach Composition.
ED 214 170

Teaching Conditions
The Public School as Workplace: The Principal as a Key Element in Teacher Satisfaction. A Study of Schooling in the United States. Technical Report Series, No. 32.
ED 214 899

Teaching Doctorate Degree
The Educational Professions: Preparation and Practice.
ED 214 235

Teaching Experience
The Effect of Increased Exploratory Field Experiences Upon the Perceptions and Performance of Student Teachers.
ED 214 935

Teacher Development: A Look at Changes in Teacher Perceptions Across Time.
ED 214 926

Teacher Perceived Sources of Influence on What is Taught in Subject Areas. A Study of Schooling in the United States. Technical Report Series, No. 15.
ED 214 885

Teachers in Their Fifth Year: An Analysis of Teaching Concerns from the Perspectives of Adult and Career Development.
ED 214 906

Teaching Methods
Activities Ideas Definition Strategies (AIDS). Learning Disabilities: A Book of Resources for the Classroom Teacher.
ED 214 358

The Art of Movement and Letter Learning.
ED 214 912

Assisting with Nutritional Needs. Instructor's Guide, Option A, and Option B.
ED 213 821

Career Alert Planning. Instructor Guide.
ED 214 000

Children's Dance. Revised Edition.
ED 214 921

Combatting Math Anxiety While Building Basic Skills: There is Time for Both.
ED 214 619

Computer-Assisted Instruction in the ESL Curriculum.
ED 214 391

The Critical Analysis of Documentary Evidence: Basic Skills in the History Classroom.
ED 214 813

Designing Reading Instruction for Cultural Minorities: The Case of the Kamehameha Early Education Program.
ED 215 039

Direct Instruction. Topic Summary Report. Research on School Effectiveness Project.
ED 214 909

Health Occupations Education Module. Using the Module.
ED 213 955

Help for the Reading Teacher: Dealing with Limited English Proficient (LEP) Children in Classroom and Reading Center.
ED 214 158

Implementing PCRP: Fact or Fiction? Communication Skills.
ED 214 112

An Investigation of the Trends in Vocabulary Research and the Effects of Prior Knowledge on Instructional Strategies for Vocabulary Acquisition.
ED 214 118

Learning and Context: An Interview with A. I. Weinzweig, University of Illinois at Chicago Circle, Chicago, Illinois.
ED 214 758

Modifying Teacher Questioning Behavior in Classroom Interaction.
ED 214 769

Motivational Use of Adaptable Designs in Reinforcing Geographic-Social Studies Content.
ED 214 816

The Open University of the United Kingdom. Implementation of Higher Education Reforms.
ED 214 418

Organizational Strategies to Increase Content Area Learning: Webbing, Pyramiding, and Think Sheets.
ED 214 139

The Phenomenology of Composition: The Application of Certain Principles of Reader-Response Criticism to the Teaching of Composition.
ED 214 201

A Practical Application of a Study of Errors of College Francophone Students Learning English.
ED 214 374

Preparing to Teach Economics: Approaches and Resources. Revised and Expanded Edition.
ED 214 837

Preschool Curriculum for Exceptional Children.
ED 214 344

Problem Solving Instruction for Physics.
ED 214 766

A Prospective Curriculum Using Visual Literacy.
ED 214 520

PSI What Are the Critical Elements?
ED 214 502

Safety and Health for Agriculture and Agribusiness Operations. An Instructor Resource Guide.
ED 213 828

Safety and Health for Allied Health Occupations. An Instructor Resource Guide.
ED 213 830

Safety and Health for Business and Office Education. An Instructor Resource Guide.
ED 213 831

Safety and Health for Marketing and Distributive Education. An Instructor Resource Guide.
ED 213 829

Safety and Health for Technical Education. An Instructor Resource Guide.
ED 213 833

Safety and Health for Trade and Industrial Education. An Instructor Resource Guide.
ED 213 834

Safety and Health for Vocational Home Economics Education. An Instructor Resource Guide.
ED 213 832

The Status of Elementary Social Studies Education in Selected Rhode Island Public Schools.
ED 214 812

The Status of Reading Instruction in the College of Education at Southern University, Baton Rouge, Louisiana.
ED 214 109

A Summer Enrichment and Reinforcement Program in the School of Veterinary Medicine at Tuskegee Institute, Alabama. A Program Designed to Respond to a Challenge: Increased Minority and Disadvantaged Representation in Veterinary Medicine.
ED 215 032

Teaching Adults!! Training Materials for Adult Education Staff Development.
ED 213 824

Teaching and Learning. A Study of Schooling in the United States. Technical Report Series, No. 18.
ED 214 888

Teaching Culturally Diverse Students in Vocational Education.
ED 213 942

Teaching Special Needs Students in Vocational Education.
ED 213 941

Texas Driver and Traffic Safety Education Teacher Preparation Guide.
ED 214 031

Toward a Meaningful Model of Written Language Development.
ED 214 174

Towards a New Theory of Reading Instruction.
ED 214 157

Teaching Skills
Basic Education: Fundamentally a Concern for Competent, Effective Teachers.
ED 214 857

Effects of Increasing Time Allocated to Student Teaching.
ED 214 936

Integrating the Community and the Classroom: Implementing at the Postsecondary Level.
ED 214 436

The Junior High Teacher as a Classroom Evaluator.
ED 214 285//

Teaching Styles
Relationships between Level of Moral Cognitive Development, Teachers' Understanding of Educational Issues and Teaching Practices.
ED 214 925

Teacher Development: A Look at Changes in Teacher Perceptions Across Time.
ED 214 926

Teamwork
Cooperate with Others. Work Maturity Skills. Competency 7.0.
ED 214 022

Technical Assistance
Assistance and Enforcement as Strategies for Knowledge Transfer and Program Reform.
ED 214 252

Technical Assistance for Employment and Training Programs. Overview.
ED 214 030

Technical Education
An Assessment of the Involvement of the LACCD Los Angeles Community College District in Contract Education for Foreign Students: Completed as Part of the Feasibility Study Directed toward the Improvement of Occupational/Technical Education in the San Fernando Valley.
ED 214 603

Review and Synthesis of Research and Development in Technical Education in Community Colleges, 1978-1981.
ED 214 568

Safety and Health for Technical Education. An Instructor Resource Guide.
ED 213 833

Technical Writing
The Challenge of Including Technical Communications in the Vocational Occupational Programs in the Two-Year College.
ED 214 212

Designing Writing Programs in Business and Industry.
ED 214 169

The Language of the Bureaucracy. Document Design Project, Technical Report No. 15.
ED 214 371

The Organization of Reports of Scientific Experiments.
ED 214 190

Writing in Non-Academic Settings.
ED 214 163

Technological Advancement
Being Well Born: Preventive Health Practices in Pregnancy and Delivery. Matrix No. 6.
ED 214 631

Computer-Based National Information Systems. Technology and Public Policy Issues.
ED 214 500

Innovation in Small and Medium Firms.
ED 213 949

Technology
Back to the Basics'' Through Environmental Education.
ED 214 764

Problems of Small, High-Technology Firms. Special Report.
ED 214 795

Science in Society, Teacher's Guide.
ED 214 754/

Technology Transfer
Statewide Coordination in Technology Transfer.
ED 214 555

Telecommunications
Linking Californians for Learning: Next Steps for Telecommunications in California Postsecondary Education. Commission Report 81-28.
ED 214 530

Project SETT-UP: Special Education via Telecommunications, Teacher Upgrade. Five Year Report, June 1, 1976-August 31, 1981.
ED 214 331

Telecourses
The Design of an Extended Learning System for the Des Moines Area Community College.
ED 214 563

Starting a Telecourse Program.
ED 214 565

Towards a Model for Satellite-Based Instruction at the University of Victoria. Report on the ANIK-B Experimental Project, September 1979 to June 1980. Summary Report.
ED 214 492

Telephone Operators
Working with Equipment. CAP Job Function.
ED 214 011

Television
Media Education. A Report on the Media Education Conference Jointly Held by the Scottish Film Council, Jordanhill College of Education, and the Scottish Council for Educational Technology (Dowanhill, Glasgow, November 29, 1980).
ED 214 499

Television Commercials
Television Advertising and Children: Issues, Research and Findings.
ED 214 645

Television Research
Techniques for Testing the Effectiveness of Minority Portrayals in Multi-Cultural Children's Programming.
ED 214 207

Television Viewing
Community Involvement in Ethnic Television.
ED 215 050

Public Television and Public Radio Awareness, Viewing and Listening, On-Air Fund Raising, 1981.
ED 214 225

Television Advertising and Children: Issues, Research and Findings.
ED 214 645

Television Viewing and Leisure Reading: A Qualitative Analysis.
ED 214 106

Television Viewing Behavior and the Development of Reading Skills: Survey Evidence.
ED 214 150

Temple University PA
Report of the Task Force on Reorganization. Paley Library.
ED 214 493

Tennessee
Evaluation of Tennessee's State Plan for Career Education, 1980-81.
ED 213 906

Tennessee Nutrition Education and Training Program
Evaluation of the Tennessee Nutrition Education and Training Program. 1981 Final Report.
ED 214 263

Teratology
Effects of Prescription Drugs During Pregnancy. Hearing Before the Subcommittee on Investigations and Oversight of the Committee on Science and Technology, U.S. House of Representatives, Ninety-Seventh Congress, First Session (July, 30, 1981).
ED 214 658

Test Appropriateness
The Development of Standards to Ensure the Competency of Physician Assistants. Volume IV of V: Assessment of the Applicability of the Individual Physician Profile Program for Physician Assistants. Final Report, July 1, 1976-August 14, 1979.
ED 213 919

Test Construction
A Comparison of the One-, the Modified Three-, and the Three-Parameter Item Response Theory Models in the Test Development Item Selection Process.
ED 214 994

Construction and Practicability of Cloze Procedures in Diagnosis and Establishing Support Programs in College Reading.
ED 214 105

Criterion Validity of an Individualised Classroom Environment Questionnaire.
ED 214 961

The Development of Standards to Ensure the Competency of Physician Assistants. Volume III of V: Development of a Self-Assessment Examination for Physician Assistants. Final Report, July 1, 1976-August 14, 1979.
ED 213 918

The Inventory of Documented Accomplishments for Graduate Admissions: Results of a Field Trial Study of Its Reliability, Short-Term Correlates, and Evaluation.

ED 214 940
Item Variance Components and Units-of-Analysis in a Measure of Classroom Climate. A Study of Schooling in the United States. Technical Report Series, No. 7.

ED 214 877
Mastery Learning Developer's Guide. How to Develop Tests and Teaching Materials for all Types of Mastery Learning Students. Especially for Teaching Consumer Education and Basic Competencies to Teenagers and Adults who are Deficient or Reluctant Readers.

ED 214 866
On Building an A-Posteriori Index from Survey Data: A Case for Educational Planners' Assessment of Attitudes towards an Educational Innovation.

ED 214 964
Some Methodological Issues in Developing Measures of Classroom Learning Environment. A Study of Schooling in the United States. Technical Report Series, No. 6.

ED 214 876
Studies in Bilingual Evaluation, Work Unit I: Bilingual Prediction Project. Final Report.

ED 214 954

Test Format
Defining Writing: Effects of Discourse and Response Mode.

ED 214 168

Test Interpretation
Behavioral Characteristics of Gifted Navajo Students as Correlated with Intellectual Ability and Creativity.

ED 214 713
The Development of Standards to Ensure the Competency of Physician Assistants. Volume III of V: Development of a Self-Assessment Examination for Physician Assistants. Final Report, July 1, 1976-August 14, 1979.

ED 213 918
The Junior High Teacher as a Classroom Evaluator.

ED 214 285//

Test Items
A Comparison of the One-, the Modified Three-, and the Three-Parameter Item Response Theory Models in the Test Development Item Selection Process.

ED 214 994

Test Reliability
An Inter-Observer Reliability Study of the SRI Observation System as Modified for Use in a Study of Schooling. A Study of Schooling in the United States. Technical Report Series, No. 27

ED 214 895
The Oral Speech Mechanism Screening Examination (OSMSE).

ED 214 975
Reliability and Validity of Curriculum-Based Informal Reading Inventories.

ED 214 155
Research into the Development of Affective Instruments in the Lansing School District, Final Report. Part 1: The Development of an Instrument to Measure the Effect of Counseling Services on Elementary Children in Grades Three through Six and Part 2: The Development of an Instrument to Measure the Effects of Counseling Services on Elementary Children in Grades One and Two.

ED 214 939
Test Design Project: Studies in Test Adequacy. Annual Report.

ED 214 944

Test Results

The Relationship between Reading Related Background Variables and Comprehension Achievement: A Secondary Analysis of the 1979-80 Reading/Literature Assessment Data.
ED 214 132

Test Selection
Testing in Employment and Training Programs. An Action Planning Guidebook.
ED 213 993

Test Use
Criterion Validity of an Individualised Classroom Environment Questionnaire.
ED 214 961

The Development of Standards to Ensure the Competency of Physician Assistants. Volume IV of V: Assessment of the Applicability of the Individual Physician Profile Program for Physician Assistants. Final Report, July 1, 1976-August 14, 1979.
ED 213 919

Testing, Teaching and Learning: Chairmen's Report of a Conference on Research on Testing (August 17-26, 1978).
ED 214 950

Test Use in Schools. Studies in Measurement and Methodology, Work Unit 4.
ED 214 951

Test Validity
Backwash Effects of Language-Testing in Primary and Secondary Education.
ED 214 379

Criterion Validity of an Individualised Classroom Environment Questionnaire.
ED 214 961

An Examination of the Viability of Class Climate as a Useful Construct in Secondary Schools. A Study of Schooling in the United States. Technical Report Series, No. 23.
ED 214 891

Internal Construct Validity of the Career Skills Assessment Program.
ED 214 987

An Investigation of the Relationship Between a Measure of Functional Literacy and Level of Functioning in Society.
ED 214 997

Looking at Needs Assessment for Staff Development. A Research Study.
ED 214 903

Minimum Competency Testing Clarification Hearing (July 9th, 1981).
ED 215 001

The Relationships between Student Retellings and Selected Comprehension Measures.
ED 214 127

Reliability and Validity of Curriculum-Based Informal Reading Inventories.
ED 214 155

Research into the Development of Affective Instruments in the Lansing School District, Final Report. Part 1: The Development of an Instrument to Measure the Effect of Counseling Services on Elementary Children in Grades Three through Six and Part 2: The Development of an Instrument to Measure the Effects of Counseling Services on Elementary Children in Grades One and Two.
ED 214 939

Some Methodological Issues in Developing Measures of Classroom Learning Environment. A Study of Schooling in the United States. Technical Report Series, No. 6.

ED 214 376
A Study of the Construct Validity of Six Vocational Achievement Tests in the Ohio Vocational Education Achievement Test Program.
ED 213 930
Validation of the New Jersey College Basic Skills Placement Test.
ED 214 945

Test Wiseness
Guidelines for the Teaching of Test Taking Skills Senior High.
ED 214 154
The Teaching of Test Taking Skills, Fifth Grade Level. Revised Edition.
ED 214 152
The Teaching of Test Taking Skills, Grades 7 and 9.
ED 214 153
The Teaching of Test Taking Skills-Grade Three. Revised Edition.
ED 214 151

Testing
Backwash Effects of Language-Testing in Primary and Secondary Education.
ED 214 379
Guidelines for the Teaching of Test Taking Skills Senior High.
ED 214 154
Mathematics Contests: A Handbook for Mathematics Educators.
ED 214 793//
The Teaching of Test Taking Skills, Fifth Grade Level. Revised

Edition.
ED 214 152
The Teaching of Test Taking Skills, Grades 7 and 9.
ED 214 153
The Teaching of Test Taking Skills-Grade Three. Revised Edition.
ED 214 151

Testing Problems
Limitations of the Tests in the Light of Recent Research in Reading and Learning: Problems, Possiblities, and a Program for Change.
ED 214 156
Minimum Competency Testing Clarification Hearing (July 10th, 1981).
ED 215 002
Minimum Competency Testing Clarification Hearing (July 9th, 1981).
ED 215 001
Options in Education: Takes Listeners to the Core of the Issues. Standardized Testing, Parts 1-6, Program Nos. 280-285.
ED 214 943
Reliability and Validity of Curriculum-Based Informal Reading Inventories.
ED 214 155
Testing, Teaching and Learning: Chairmen's Report of a Conference on Research on Testing (August 17-26, 1978).
ED 214 950
The Utility of Predictive Assessment and the World of Work.
ED 214 938
Who's Keeping Score? A User's Guide to Video Cassettes & Transcript of the Minimal Competency Testing Clarification Hearings .
ED 214 999

Testing Programs
Basic Skills Assessment in South Carolina: How Progressive an Approach to Minimum Competency Testing? National Consortium on Testing Staff Circular No. 8.
ED 214 973
Executive Abstracts, 1980-81.
ED 215 018
Minimal Competency Testing: Local School Development and Implementation in Targeted Areas of the United States.

Minimum Competency Testing Clarification Hearing (July 8th, 1981).
ED 214 986

Minimum Competency Testing Clarification Hearing (July 9th, 1981).
ED 215 000

A Study of the Construct Validity of Six Vocational Achievement Tests in the Ohio Vocational Education Achievement Test Program.
ED 215 001

Testing in Employment and Training Programs. An Action Planning Guidebook.
ED 213 930

ED 213 993

Texas

A Guide to Better Inservice Education in Texas.
ED 214 932

Postsecondary Occupational Education: National Trends, Issues, and Potential Implications for Texas Public Community/Junior Colleges.
ED 214 591

Text Structure

Causal Cohesion and Story Coherence.
ED 214 147

Comparison of Effects of Different Forms of Presentation on the Recall and Retrieval of Information.
ED 214 148

Individual Differences in Comprehension of Multiple Episode Stories.
ED 214 136

Organizational Strategies to Increase Content Area Learning: Webbing, Pyramiding, and Think Sheets.
ED 214 139

Textbook Bias

An Examination of Ethnic Content in Nine Current Basal Reading Series.
ED 214 101

Textbook Content

The American Indian Social Studies Curriculum Activity Guide, K-6.
ED 214 736

An Examination of Ethnic Content in Nine Current Basal Reading Series.
ED 214 101

Statement of Goals and Purposes: Earliest Learning Materials and Safety Education.
ED 214 128

Textbooks

Introduction to Population Modeling.
ED 214 778

Theater Arts

A Guide to Dance Production. On With the Show.''
ED 214 922

Theories

The Child as Scientist.
ED 214 627

On the Senses of Argument.''
ED 214 220

Theory Development

The Child as Scientist.
ED 214 627

Theory Practice Relationship

Evaluating Classroom Speaking.
ED 214 213

Oral and Written Language Development Research: Impact on the Schools. Proceedings from the 1979 and 1980 IMPACT Conferences.
ED 214 184

Thesauri
Indexing in Art and Architecture: An Investigation and Analysis. Report to the Council on Library Resources.
ED 214 497

Think Aloud Protocol
A Think-Aloud Protocol from a Critical Reader Reading a Study from The Journal of Reading.''
ED 214 113

Three Parameter Model
A Comparison of the One-, the Modified Three-, and the Three-Parameter Item Response Theory Models in the Test Development Item Selection Process.
ED 214 994

Tile Occupations
Tilesetting. Pre-Apprenticeship Phase 2 Training. Instructor's Guide.
ED 213 889

Tilesetting. Pre-Apprenticeship Phase 2 Training. Student Training Modules.
ED 213 890

Time Factors (Learning)
Differential Effect of Length of Day on Kindergarten Readiness.
ED 214 144

The Effect of Increased Exploratory Field Experiences Upon the Perceptions and Performance of Student Teachers.
ED 214 935

Effects of Increasing Time Allocated to Student Teaching.
ED 214 936

Improving Schools for Low Achieving Children: A System Dynamics Policy Study.
ED 214 243

Time on Task
Academic Engaged Time and Its Relationship to Learning: A Review of the Literature.
ED 214 930

The Contextual Correlates of the Relative Expenditures of Classroom Time on Instruction and Behavior: An Exploratory Study of Secondary Schools and Classes. A Study of Schooling in the United States. Technical Report Series, No. 26.
ED 214 894

Time Factors in Learning. Research on School Effectiveness Project: Topic Summary Report.
ED 214 706

Time Perspective
Contextual Constraints on the Comprehension of Before'' and After''.
ED 214 678

Title IX Education Amendments 1972
Federal Nondiscrimination Regulations: A Procedural Compliance Handbook. Draft.
ED 215 007

Tobacco
Research on Substance Abuse: Alcohol, Drugs, Tobacco. Matrix No. 14.
ED 214 636

Toddlers
The Louise Child Care Center's Infant/Toddler Research Program: Longitudinal Behavioral Observation of Infants' Responses to Separation and Reunion in the Day Care Environment.
ED 214 628//

Orientation to Infant and Toddler Assessment: A User's Guide for the Child Development Assessment Form.
ED 214 675//

Torts

The Attorney General's Asbestos Liability Report to the Congress. Pursuant to Section 8(b) of the Asbestos School Hazard Detection and Control Act of 1980. Committee Print, Ninety-Seventh Congress, First Session.
ED 214 256

Toxic Substances
Environmental Effects on Health with Special Emphasis on Neurotoxicology. Matrix No. 16.
ED 214 638

Track System (Education)
A Question of Access: Tracking and Curriculum Differentiation in a National Sample of English and Mathematics Classes. A Study of Schooling in the United States. Technical Report Series, No. 24.
ED 214 892

Tracking Policies and Practices: School By School Summaries. A Study of Schooling in the United States. Technical Report Series, No. 25.
ED 214 893

Trade and Industrial Education
Bricklaying. Pre-Apprenticeship Phase 2 Training. Instructor's Guide.
ED 213 893

Bricklaying. Pre-Apprenticeship Phase 2 Training. Student Training Modules.
ED 213 894

Cement Finishing. Pre-Apprenticeship Phase 2 Training. Instructor's Guide.
ED 213 901

Cement Finishing. Pre-Apprenticeship Phase 2 Training. Student Training Modules.
ED 213 902

Drywall. Pre-Apprenticeship Phase 2 Training. Instructor's Guide.
ED 213 899

Drywall. Pre-Apprenticeship Phase 2 Training. Student Training Modules.
ED 213 900

Floor Covering. Pre-Apprenticeship Phase 2 Training. Instructor's Guide.
ED 213 891

Floor Covering Pre-Apprenticeship Phase 2 Training. Student Training Modules.
ED 213 892

Painting. Pre-Apprenticeship Phase 2 Training. Instructor's Guide.
ED 213 887

Painting. Pre-Apprenticeship Phase 2 Training. Student Training Modules.
ED 213 888

Parts Counter. Pre-Apprenticeship Phase 2 Training. Student Training Modules.
ED 213 898

Plastering. Pre-Apprenticeship Phase 2 Training. Instructor's Guide.
ED 213 895

Plastering. Pre-Apprenticeship Phase 2 Training. Student Training Modules.

ED 213 896
Plumbing. Pre-Apprenticeship Phase 2 Training. Instructor's Guide.
ED 213 903
Plumbing. Pre-Apprenticeship Phase 2 Training. Student Training Modules.
ED 213 904
Safety and Health for Trade and Industrial Education. An Instructor Resource Guide.
ED 213 834
Tilesetting. Pre-Apprenticeship Phase 2 Training. Instructor's Guide.
ED 213 889
Tilesetting. Pre-Apprenticeship Phase 2 Training. Student Training Modules.
ED 213 890

Trade and Industrial Teachers
Utilizing Experiential Learning in Assessing Occupational Competencies of T&I Instructors.
ED 213 820

Traffic Safety
Texas Driver and Traffic Safety Education Teacher Preparation Guide.
ED 214 031

Trainees
Strategies and Other Predictors for the Upward Career Mobility of Women in School Administration.
ED 214 296

Trainers
A Study of Preceptor Training of Classroom Teachers in Reading Diagnosis.
ED 214 161

Training

Developing Training Structures for Child Care Personnel: Comments on Almy's Paper.
ED 214 657
A Method for Enhancing Training and Monitoring of Program Adaptions and Adoptions in New Situations.
ED 214 306
The Problem and Problem Delineation Techniques. Phi Delta Kappa Occasional Paper No. 1.
ED 214 969

Training Methods
The Acquisition of Consultation Skills by Means of Two Simulation Techniques for Regular Class Teachers Engaged in Joint Planning of Educational Programs for Learning Disabled Children. Final Performance Report.
ED 214 341
Classroom Applications of Writing Assessment: A Teacher's Handbook.
ED 214 995
Designing Writing Programs in Business and Industry.
ED 214 169
The Effects of Training on the Attitudes of Parents and Caregivers After a Title XX Course on 'Working with Parents'.
ED 214 650
The Enabler Model of Early Childhood Training and Program Development.
ED 214 663
Evaluation Technologies Program: Evaluation Practices. Field Draft of Leader's Package, CSE Workshop Series.
ED 214 941
Evaluation Workshop I: An Orientation. New Edition.
ED 214 955
Evaluation Workshop III: Program and Evaluation Planning. Participant Notebook. New Edition.

ED 214 957
Evaluation Workshop II: Needs Assessment, Preliminary Version. Participant's Notebook and Leader's Manual.

ED 214 956
Evaluation Workshop VI: Summative Evaluation. New Edition

ED 214 960
Mediocrity or Excellence: An Identity Crisis in Gestalt Therapy Training.

ED 214 062
A Study of Preceptor Training of Classroom Teachers in Reading Diagnosis.

ED 214 161
Using an Experiential Group To Teach a Group Therapy Course.

ED 214 059
Transfer of Training
The Use of Writing to Improve Reading Comprehension.

ED 214 102

Transfer Programs
Community College Career Alternatives Handbook.

ED 214 588
Issues Pertaining to the Transfer Function of the California Community Colleges: A Report Adopted by the Executive Committee of the Academic Senate for California Community Colleges.

ED 214 550
Transfer Students
A School Transfer Typology: Implications for New Theory, Revised Research Design, and Refocused School Policy and Practice.

ED 214 241
Transitional Programs
Effectiveness of Bilingual Education: A Review of the Literature. Final Draft Report.

ED 215 010
Translation
Bilinguisme et traduction au Canada. Role sociolinguistique du traducteur. (Bilingualism and Translation in Canada. The Sociolinguistic Role of the Translator).

ED 214 385
Transylvania University KY
A Conservation Plan for the Transylvania University Library.

ED 214 495
Travel Agents
Advising. CAP Job Function.

ED 214 003
Tribes
Roots of Traditional Personality Development Among the Zaramo in Coastal Tanzania.

ED 214 623//
Trigonometry
UMAP Modules-Units 105, 107-109, 111-112, 158-162.

ED 214 786
Trinidad and Tobago
Servol: An Education and Community Development Project in Trinidad. Advisory Mission Report, October 11-18, 1981.

ED 213 973
Trinity University TX
Emergencies and Problems: A Procedures Manual for Trinity University Library.

ED 214 527
Trucks
Safe Operation of Commercial Vehicles. Module SH-18. Safety and Health.

ED 213 852
Trustees
Comparison of Governance Effectiveness of Appointed and Elected Boards of Education/Trustees.

ED 214 559
Trusts (Financial)
The Foundation Handbook: A Private Foundation Approach to Fund Raising at State Colleges and Universities.

ED 214 484
Tuition
Analysis of Tuition and Fees.

ED 214 598
Turnkey Systems
Specifications for a Computerized Library Circulation Management Data and On-Line Catalog System.

ED 214 494
Tuskegee Institute AL
A Summer Enrichment and Reinforcement Program in the School of Veterinary Medicine at Tuskegee Institute, Alabama, A Program Designed to Respond to a Challenge: Increased Minority and Disadvantaged Representation in Veterinary Medicine.

ED 215 032
Tutor Training
Blue Ridge Technical College Adult Reading Project.

ED 214 145
Tutorial Programs
Blue Ridge Technical College Adult Reading Project.

ED 214 145
Enhancing Basic Skill Levels of Marketing and Distributive Education Students Identified as Disadvantaged A Tutorial Approach. Final Report, July 1, 1980-June 30, 1981.

ED 213 931
Evaluation of the 1979-80 Title-I Migrant Tutoring Program.

ED 214 746
A Follow-up Study on Perach Children Two Years After Tutoring.

ED 214 760
Tutoring
Proceedings of the Southeastern Writing Center Conference (2nd, University of Alabama, February 6, 1982).

ED 214 164
A Reading and Writing Program Using Language-Experience Methodology Among Adult ESL Students in a Basic Education Program. Administrators/Instructors Manual.

ED 213 914
A Reading and Writing Program Using Language-Experience Methodology Among Adult ESL Students in a Basic Education Program. Volunteer Tutor Manual.

ED 213 915
Two Year College Students
The Cognitive Value of Two-Year Colleges for Whites and Blacks.

ED 214 620
Community College Adaptation to Serve the Needs of Mildly Handicapped Teenagers and Young Adults.

ED 214 618
Continuing Education Students.

ED 214 590
Course Registration Report: University of Hawaii, Community Colleges, Fall 1981.

ED 214 556
Fall 1980 to Fall 1981 Enrollment Comparisons Based on First Census.

ED 214 560
Gender Differences in Solving Mathematics Problems among Two-Year College Students in a Developmental Algebra Class and Related Factors.
ED 214 602
High School Preparation as Viewed by Academically Underprepared College Students.
ED 214 580
Profile of Entering Students: A Comparison between New Full-Time Students in Fall, 1979, Fall, 1980, and Fall, 1981.
ED 214 566
The Returning Student: Writing Anxiety and General Anxiety.
ED 214 558
Science Education for Women and Minorities in an Urban Community College. Topical Paper Number 75.
ED 214 578
Washington Community Colleges Factbook, Academic Year 1980-81.
ED 214 562
Washington Community Colleges Fall Quarter Report, 1981.
ED 214 593
1980 Manitoba Community Colleges Follow-Up Survey.
ED 214 553

Two Year Colleges
Associate Degrees and Other Formal Awards Below the Baccalaureate, 1978-79.
ED 214 592
Federal Funding to Two Year Colleges, Fiscal Year 81.
ED 214 576
New York State Bundy Aid Program, 1969-1981. A Historical Report on New York State Colleges and Universities Receiving State Aid Under Section 6401 of the Education Law.
ED 214 454
Shoulders to the Wheel: Energy-Related College/Business Cooperative Agreements.
ED 214 584
A Study of the Requirements and Business Training Procedures for Word Processing Personnel with Implications for Word Processing Curriculum Development in Two-Year Postsecondary Institutions.
ED 213 987

Undergraduate Mathematics and Applications Project
UMAP Modules: Final Report 1976-80.

ED 214 771

Undergraduate Students
Career Demands and Student Ability at an Undergraduate Professional School: An Examination and Recommendations Based on the Perry Scheme of Development. Revised.
ED 214 429
The Graying of the College Classroom: Impact of Older People as Peers in the Classroom on Attitudes and on Performance of Undergraduates.
ED 213 885
Undergraduate Project Work.
ED 214 439
University of Minnesota Undergraduate Student Financing, 1980-81: A Study of Expenses and Sources.
ED 214 474

Undergraduate Study
The Meaning and Measurement of Quality in the Undergraduate Experience.
ED 214 469
UMAP Modules: Final Report 1976-80.
ED 214 771
Undergraduate Education in Cancer in the European Region. Report on a UICC/WHO Meeting (Geneva, Switzerland, April 6-8, 1981).

ED 214 425
Undergraduate Project Work. Part I: The Report and Part II: Questionnaire Responses.
ED 214 440

Unemployment
The Employment Situation in Selected Communities on the Lower Eastern Shore of Maryland.
ED 215 012
Improving Youth Employment Prospects: Issues and Options. A CBO Study.
ED 213 974
Urban Youth, Their Long-Term Employment Prognosis and Necessary Remedial and Corrective Action.
ED 215 065
Youth Employment in Hawaii: A Policy Document.
ED 213 818

Union Members
Determining Educational Needs of AFL-CIO Union Members in Southeast Florida. A Report to the Board of Directors of the Southeast Florida Educational Consortium.
ED 214 455

Unions
Special Report: Labor Relations in Elementary and Secondary Education, 1980-1981. Government Employee Relations Report.
ED 214 313//

Unit Costs
Financial Analysis for Academic Units. AAHE-ERIC/Higher Education Research Report No. 7, 1981.
ED 214 450

United States
Productivity, People, and Public Policy.
ED 213 923

United States (South)
Preparing Students for College: The Need for Quality. Issues In Higher Education.
ED 214 488

United States Aid Funds Inc
College on Credit: A History of United Student Aid Funds; 1960-1980.
ED 214 438//

United States Government (Course)
The Federalist Papers Reexamined.
ED 214 856

United States Literature
The Immigrant Experience as Portrayed in American Literature: A Three Dimensional Teaching Model.
ED 214 817
The Life Cycle: A Suggested Annotated Bibliography of Twentieth-Century American Literature.
ED 213 886

Units of Study
The American Indian Social Studies Curriculum Activity Guide, K-6.
ED 214 736
Black Scientists and Inventors in the United States: 1731-1980. Curriculum Guide: Department of Science, Cambridge Rindge and Latin School.
ED 214 791
Native Americans in Oklahoma, K-6.
ED 214 723
Physical Education Opportunity Program for Exceptional Learners (PEOPEL): A Teacher's Guide for Secondary Schools. Second Edition.
ED 214 316
Preschool Curriculum for Exceptional Children.
ED 214 344

Universities
Developing Training Structures for Child Care Personnel: Comments on Almy's Paper.
ED 214 657

University of Bath (England)
Undergraduate Project Work. Part I: The Report and Part II: Questionnaire Responses.
ED 214 440

University of California Los Angeles
The UCLA Community College Student Survey Project.
ED 214 547

University of Illinois Chicago Circle Campus
Career Awareness for Health Professions: Design of Early Outreach Programs.
ED 213 988

University of Maine Orono
Factors Related to Problem Solving by College Students in Developmental Algebra.
ED 214 614

University of Minnesota
Accessible Transit: A Survey of the Riders of Wheelchair-Accessible Buses at the University of Minnesota.
ED 214 476

The Image and Reputation of General College: A Survey of the University Community.
ED 214 475

Planning and Evaluation Information in the Office of Student Affairs: Review and Recommendations. A Report of the OSA Task Force on Research and Planning Information.
ED 214 473

University of Minnesota Undergraduate Student Financing, 1980-81: A Study of Expenses and Sources.
ED 214 474

University of New Brunswick
Outdoor Education: A Unique Experience for Student Teachers at U.N.B.'s Faculty of Education.
ED 214 739

University of North Dakota
A Study of the Contributing Factors Relating to Why American Indian Students Drop Out of Or Graduate from Educational Programs at the University of North Dakota.
ED 214 737

University of Toledo OH
Survey of University of Toledo Legal Assisting Technology Graduates.
ED 214 443

University of Wisconsin Stout
Examination of Potential Management Decisions Based upon a Core Collection Derived from Last Circulation Date Data. Research Report No. 1.
ED 214 496

Urban Education
Evaluation Strategies for Urban Intervention Program. Proceedings from the Workshop on Urban Intervention Programs (Washington, DC, October 23, 1980).
ED 215 008

Urban Programs
San Diego Plan for Racial Integration, 1979-82. Revised.
ED 215 006

Urban Schools

Making the Public Schools Work: Urban Education in the '80s. FOCUS 9.
ED 215 033

Schools, As Political Institutions and Ghetto/Barrio Educational Aspirations.
ED 215 035

A Study of the Attitudes toward Public Education of Inner-City Parents with Children Attending Public Schools.
ED 215 038

Urban Studies
Energy and the Transformation of a Metropolitan Landscape: Contrasting Contemporary and Future Settlement Geographies.
ED 214 815

Urban to Rural Migration
Population Change and Community Services: The Case of the Public Schools. Staff Paper Series #28.
ED 214 715

Use Studies
International Federation of Library Associations Annual Conference Papers. Education and Research Division: Library Theory and Research Section (47th, Leipzig, East Germany, August 17-22, 1981).
ED 214 514

Rural America in Passage: Statistics for Policy.
ED 214 742

User Surveys and Evaluation of Library Services. SPEC Kit #71.
ED 214 541

User Satisfaction (Information)
The Regional Laboratory Connection. Improving Educational Practices Through Systematic Research and Development.
ED 214 908

User Surveys and Evaluation of Library Services. SPEC Kit #71.
ED 214 541

Utah
Reasons Why Elementary and Secondary Students Do and Do Not Like Science.
ED 214 797

Utah State University
Report to the Utah State Board of Education on the Teacher Education Programs at Utah State University.
ED 214 928

Utility Theory
The Utility of Predictive Assessment and the World of Work.
ED 214 938

Validity
Measuring and Validating the Characteristics of Instructionally Effective Schools in Connecticut.
ED 214 979

Vocabulary-Test Errors and Word Learning. Technical Report 1981-8.
ED 214 137

Values
Value Orientations and the Effects of Professional Schools on Students.
ED 214 470

Values Clarification
CAP Self-Inventory Cards.
ED 214 001

Career Alert Planning. Instructor Guide.
ED 214 000

Developing Reading Ability by Using Literature for Values Clarification in Social Studies.
ED 214 819

Ventilation
Exhaust, Dust Collection and Ventilation Systems. Module SH-44. Safety and Health.
ED 213 878

Verbal Ability
Educating Verbally Gifted Youth. Fastback 176.
ED 214 160

Verbal Communication
Relationship between Degree of Choice in Client's Language and Therapy Outcome.
ED 214 060

Verbs
No Case for Convergence: The Puerto Rican Spanish Verb System in a Language Contact Situation. Centro Working Papers 5.
ED 214 386

Vertical Organization
A Multigenerational Perspective on the Task Field of Parents.
ED 214 076

Veterans
Readjustment Counseling Programs for Vietnam Veterans. Hearing Before the Subcommittee on Hospitals and Health Care of the Committee on Veterans' Affairs, House of Representatives, Ninety-Seventh Congress, First Session. Parts I and II.
ED 214 482

Veterinary Medical Education
A Summer Enrichment and Reinforcement Program in the School of Veterinary Medicine at Tuskegee Institute, Alabama. A Program Designed to Respond to a Challenge: Increased Minority and Disadvantaged Representation in Veterinary Medicine.
ED 215 032

Vibration (Noise)
Vibration and Noise Control. Module SH-33. Safety and Health.
ED 213 867

Victims of Crime
A Historical Perspective on the Treatment of Incest.
ED 214 041

Missing Children. Hearing Before the Subcommittee on Investigations and General Oversight of the Committee on Labor and Human Resources, United States Senate, Ninety-Seventh Congress, First Session (October 6, 1981).

ED 214 671

Videotape Cassettes
Who's Keeping Score? A User's Guide to Video Cassettes & Transcript of the Minimal Competency Testing Clarification Hearings .
ED 214 999

Videotape Recordings
Scriptwriting and Television Production.
ED 214 521

Vietnam Veterans
Readjustment Counseling Programs for Vietnam Veterans. Hearing Before the Subcommittee on Hospitals and Health Care of the Committee on Veterans' Affairs, House of Representatives, Ninety-Seventh Congress, First Session. Parts I and II.
ED 214 482

Vietnamese People
Limited English Proficiency Students in Wisconsin: Cultural Background and Educational Needs. Part II: Indochinese Students (Hmong and Vietnamese).
ED 214 373

Violence
When Prohibition Works: Alternatives to Violence in the Odyssey House Youth Program and in the Family.
ED 214 054

Visual Aids
English for Driving Visuals for Use with Student Workbook and Teacher's Guide.
ED 213 978

Visual Arts
Indexing in Art and Architecture: An Investigation and Analysis. Report to the Council on Library Resources.
ED 214 497

Visual Impairments
Accessing Resources for School-Age Visually Handicapped Students: A Resource Book. No. 408.
ED 214 346

Program Assessment Guide for Public School Special Education Services to Visually Handicapped Students.
ED 214 343

Summary Proceedings of a Symposium on Educating Librarians and Information Scientists To Provide Information and Library Services to Blind and Physically Handicapped Individuals (San Francisco, California, July 2-4, 1981).
ED 214 504

Visual Learning

The Analysis of Brain Function A New Approach to the Assessment of Children with Learning Disorders.
ED 214 351

Experimental Phenomenology and Visual Literacy.
ED 214 518

Identifying the Theoretical Foundations of Visual Literacy.
ED 214 519

A Prospective Curriculum Using Visual Literacy.
ED 214 520

Visual Literacy and Visual Thinking.
ED 214 522

Visual Literacy

Experimental Phenomenology and Visual Literacy.
ED 214 518

Identifying the Theoretical Foundations of Visual Literacy.
ED 214 519

A Prospective Curriculum Using Visual Literacy.
ED 214 520

Visual Literacy and Visual Thinking.
ED 214 522

Visual Perception

The Effects of Word Potency, Frequency, and Graphic Characteristics on Word Recognition in the Parafoveal Field.
ED 214 138

UMAP Modules-Units 240-242, 251.
ED 214 788

Vocabulary Development

A Classroom Teacher's Guide to Reading Improvement in Middle School Language Arts. Revised Edition. Resource Monograph No. 18.
ED 214 125

A Classroom Teacher's Guide to Reading Improvement in Middle School Science. Resource Monograph No. 19.
ED 214 123

A Classroom Teacher's Guide to Reading Improvement in Middle School Social Studies. Revised Edition. Resource Monograph No. 17.
ED 214 122

English for Driving Student Workbook.
ED 213 976

English for Driving Teacher's Guide.
ED 213 977

English for Driving Visuals for Use with Student Workbook and Teacher's Guide.
ED 213 978

The Keyword Method and Children's Vocabulary Learning: An Interaction with Vocabulary Knowledge.
ED 214 126

Medical Terminology: Prefixes. Health Occupations Education Module.
ED 213 960

Medical Terminology: Root Words. Health Occupations Education Module.
ED 213 959

Medical Terminology: Suffixes. Health Occupations Education Module.
ED 213 962

Medical Terminology: Using Some Common Prefixes, Suffixes, and Roots. Health Occupations Education Module.
ED 213 961

Vocabulary-Test Errors and Word Learning. Technical Report 1981-8.
ED 214 137

Vocabulary Skills

An Investigation of the Trends in Vocabulary Research and the Effects of Prior Knowledge on Instructional Strategies for Vocabulary Acquisition.

ED 214 118
The Keyword Method and Children's Vocabulary Learning: An Interaction with Vocabulary Knowledge.
ED 214 126
Lexical Exploration for Advanced ESL Students in Public Health.
ED 214 366

Vocational Adjustment
Accept Responsibility. Work Maturity Skills. Competency 6.0.
ED 214 021
Communicate Effectively. Work Maturity Skills. Competency 5.0.
ED 214 020
Exhibit Positive Work Attitudes. Work Maturity Skills. Competency 2.0.
ED 214 017
Practice Good Work Habits. Work Maturity Skills. Competency 3.0.
ED 214 018
Present a Positive Image. Work Maturity Skills. Competency 1.0.
ED 214 016
Pupil Control Ideology as a Source of Stress: The Student Teacher's Dilemma.
ED 214 917
Work Maturity Skills Instructor Guide.
ED 214 014
Work Maturity Skills Program Guide.
ED 214 015

Vocational Aptitude
Profile of American Youth: 1980 Nationwide Administration of the Armed Services Vocational Aptitude Battery.
ED 214 976

Vocational Education
Agribusiness Safety. Module SH-15. Safety and Health.
ED 213 849
Assessment of Occupational Opportunities in Health Occupations for Handicapped.
ED 213 932
Attitudes and Perceptions of Blacks toward Vocational Education.

ED 215 057
Business and Office Safety. Module SH-11. Safety and Health.
ED 213 845
Career Education Materials for Employment and Training Programs. Catalog.
ED 213 997
Chemical Hazards and Waste Disposal Safety and Health. Module SH-46. Safety and Health.
ED 213 880
Coast Guard Regulations Applied to Offshore Drilling. Module SH-45. Safety and Health.
ED 213 879
Community College Career Alternatives Handbook.
ED 214 588
Cooperative Occupational Preparation of the Handicapped. Exemplary Models.

ED 213 928
Correlating Vocational Education with Labor Market Needs Through the Internship Program. Exemplary Project and Final Report.

ED 213 948
Development of Safety and Health Instructional Materials. Final Report.

ED 213 827
Electrical Power Transmission and Distribution Safety. Module SH-40. Safety and Health.

ED 213 874
Excavating, Trenching, and Shoring Safety. Module SH-38. Safety and Health.

ED 213 872
Exhaust, Dust Collection and Ventilation Systems. Module SH-44. Safety and Health.

ED 213 878
Fire Prevention and Emergency Procedures. Module SH-05. Safety and Health.

ED 213 839
First Response to Medical Emergencies. Module SH-04. Safety and Health.

ED 213 838
Fundamentals of Electrical Safety. Module SH-03. Safety and Health.

ED 213 837
Handbook for General Cooperative Education Teacher-Coordinators in Louisiana. Bulletin 1669.

ED 213 938
Hazardous Materials Safety. Module SH-29. Safety and Health.

ED 213 863
Hearings on Reauthorization of the Vocational Education Act of 1963. Part 4: Bilingual Vocational Training. Hearing Before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-Seventh Congress. First Session on H.R. 66 (October 14, 1981).

ED 213 971
Hearings on Reauthorization of the Vocational Education Act of 1963. Part 5: National Institute of Education Study. Hearing Before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-Seventh Congress. First Session on H.R. 66 (October 21, 1981).

ED 213 972
Horizon: An Overview of Vocational Education and Employment Training Services for Limited-English Proficient Persons in California.

ED 213 983
Industrial Sanitation and Personal Facilities. Module SH-13. Safety and Health.

ED 213 847
In-Service Training for Instructors Designed to Build the Necessary Skills Needed to Plan, Develop, and Implement Competency-Based Vocational Education. Final Report (July 1, 1980-June 30, 1981).

ED 213 823
Ladder and Scaffolding Safety. Module SH-22. Safety and Health.

ED 213 856
Limiting Opportunity: Student Race and Curricular Differences in Secondary Vocational Education. A Study of Schooling in the United States. Technical Report Series, No. 28.

ED 214 896
Machine and Woodworking Tool Safety. Module SH-24. Safety and Health.
ED 213 858
Maintaining Effective Classroom Control in Vocational Education.
ED 213 944
Marine and Longshoring Safety. Module SH-21. Safety and Health.
ED 213 855
Maryland Community Colleges: 1981 Program Evaluations.
ED 214 605
Material Hoist Safety. Module SH-16. Safety and Health.
ED 213 850
Materials Handling. Module SH-01. Safety and Health.
ED 213 835
Mechanized Off-Road Equipment Safety. Module SH-17. Safety and Health.
ED 213 851
One-Credit Humanities Workshops for Vocational Students.
ED 214 621
OSHA Training Programs. Module SH-48. Safety and Health.
ED 213 882
Pennsylvania Industrial Arts Safety Guide. Second Edition.
ED 213 953
Personal Protective Equipment. Module SH-12. Safety and Health.
ED 213 846
Policy Statement on the Need for a Continuing Strong Federal Role in

Vocational Education.
ED 213 979
Postsecondary Occupational Education: National Trends, Issues, and Potential Implications for Texas Public Community/Junior Colleges.
ED 214 591
Precautions for Explosive Materials. Module SH-20. Safety and Health.
ED 213 854
Putting America Back to Work: A Concept Paper.
ED 214 577
Recognizing Job Health Hazards. Module SH-08. Safety and Health.
ED 213 842
Recognizing Job Safety Hazards. Module SH-09. Safety and Health.
ED 213 843
The Role of OSHA in Safety and Health. Module SH-02. Safety and Health.
ED 213 836
Safe Handling and Use of Flammable and Combustible Materials. Module SH-30. Safety and Health.
ED 213 864
Safe Operation of Commercial Vehicles. Module SH-18. Safety and Health.
ED 213 852
Safety and Concrete, Forms, and Shoring. Module SH-37. Safety and Health.
ED 213 871
Safety and Health in Vocational Education. Module SH-47. Safety and Health.
ED 213 881
Safety Features for Floor and Wall Openings and Stairways. Module SH-36. Safety and Health.
ED 213 870
Safety Features of Material and Personnel Movement Devices. Module SH-25. Safety and Health.

ED 213 859
Safety for Compressed Gas and Air Equipment. Module SH-26. Safety and Health.

ED 213 860
Safety in Elevators and Grain Handling Facilities. Module SH-27. Safety and Health.

ED 213 861
Safety Practices for Commercial Diving. Module SH-43. Safety and Health.

ED 213 877
Safety Practices for Demolition Procedures. Module SH-41. Safety and Health.

ED 213 875
Safety Signs, Tags, and Color Codes. Module SH-07. Safety and Health.

ED 213 841
Safety with Hand and Portable Power Tools. Module SH-14. Safety and Health.

ED 213 853
Safe Use of Powered Industrial Trucks. Module SH-42. Safety and Health.

ED 213 876
Steel Erection Safety. Module SH-39. Safety and Health.

ED 213 873
Structural Egress and Emergency Procedures. Module SH-10. Safety and Health.

ED 213 844
Student Motivation in Vocational Education.

ED 213 943
A Study of the Construct Validity of Six Vocational Achievement Tests in the Ohio Vocational Education Achievement Test Program.

ED 213 930
Teaching Culturally Diverse Students in Vocational Education.

ED 213 942
Teaching Special Needs Students in Vocational Education.

ED 213 941
Tracking Policies and Practices: School By School Summaries. A Study of Schooling in the United States. Technical Report Series, No. 25.

ED 214 893
Using Ropes, Chains and Slings Safely. Module SH-14. Safety and Health

ED 213 848
Vibration and Noise Control. Module SH-33. Safety and Health.

ED 213 867
Walking and Working Surfaces. Module SH-06. Safety and Health.

ED 213 840
Warehousing Storage and Retrieval Safety. Module SH-23. Safety and Health.

ED 213 857
Welding, Cutting and Brazing Safety. Module SH-28. Safety and Health.

ED 213 862
Working Safety in Confined Spaces. Module SH-32. Safety and Health.

ED 213 866

Vocational Education Act 1963

Hearings on Reauthorization of the Vocational Education Act of 1963, Part 4: Bilingual Vocational Training. Hearing Before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-Seventh Congress. First Session on H.R. 66 (October 14, 1981).

ED 213 971

Vocational Education Study
Hearings on Reauthorization of the Vocational Education Act of 1963. Part 5: National Institute of Education Study. Hearing Before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-Seventh Congress. First Session on H.R. 66 (October 21, 1981).
ED 213 972

Vocational Interests
Hierarchical Classification of Vocational Interest Associated with Academic Major Areas.
ED 214 966

Interactions of Work-Task Dimensions and Sex Differences in Occupational Choices. Research Report.
ED 213 819

Kuder Interest Card Sort: Research Report.
ED 214 963

Vocational Maturity
Job Search Skills Instructor Guide.
ED 214 023

Vocational Rehabilitation
Cooperative Occupational Preparation of the Handicapped. Exemplary Models.
ED 213 928

The Role of Special Education in an Overall Rehabilitation Program. Monograph Number Seven.
ED 214 350

Vocational Schools
In-Service Training for Instructors Designed to Build the Necessary Skills Needed to Plan, Develop, and Implement Competency-Based Vocational Education. Final Report (July 1, 1980-June 30, 1981).
ED 213 823

Voluntary Agencies
Annual Salary Study and Survey of Selected Personnel Issues, 1981. A Report on Administrative and Professional Staff and Salaries in Voluntary CWLA Member Agencies.
ED 214 624//

Voluntary Desegregation
San Diego Plan for Racial Integration, 1979-82. Revised.
ED 215 006

Volunteer Training
Guidelines for Projects in Community Service: A College-Credit Course in Volunteer, Off-Campus Community Work, Career Exploration, On-the-Job Experience.
ED 214 551

A Reading and Writing Program Using Language-Experience Methodology Among Adult ESL Students in a Basic Education Program. Volunteer Tutor Manual.
ED 213 915

Volunteers
How to Work Effectively with Alumni Boards.
ED 214 434

A Study of Volunteers in Drug Abuse Programs. Treatment Research Report.

ED 214 048

Voting
Comparative Evaluation of Political Candidates: Implications for the Voter Decision Making Process.
ED 214 223

Students Who Are 18 or Soon Will Be: Help Them Prepare To Exercise Their Right To Vote. Project 18.
ED 214 851

Topics in the Theory of Voting.
ED 214 777

Wait Time
Modifying Teacher Questioning Behavior in Classroom Interaction.
ED 214 769

Waiters Waitresses
Helping. CAP Job Function.
ED 214 007

Wales
Community Colleges in England and Wales.
ED 214 564//

Want Ads
Abbreviations: Their Effects on Comprehension of Classified Advertisements.
ED 214 108

Warehouses
Warehousing Storage and Retrieval Safety. Module SH-23. Safety and Health.
ED 213 857

Washington
Washington Community Colleges Factbook, Academic Year 1980-81.
ED 214 562

Washington Community Colleges Fall Quarter Report, 1981.
ED 214 593

Waste Disposal
Chemical Hazards and Waste Disposal Safety and Health. Module SH-46. Safety and Health.
ED 213 880

Water Pollution
Fertilizer Use and Water Quality.
ED 213 934

Water Quality
Fertilizer Use and Water Quality.
ED 213 934

Weeding (Library)
Examination of Potential Management Decisions Based upon a Core Collection Derived from Last Circulation Date Data. Research Report No. 1.
ED 214 496

Weinzweig (A I)

Learning and Context: An Interview with A. I. Weinzweig, University of Illinois at Chicago Circle, Chicago, Illinois.
ED 214 758

Welding, Cutting and Brazing Safety. Module SH-28. Safety and Health.
ED 213 862

Well Being
The Correlates of Psychological Well-Being of Urban Elderly Residents of Public Housing.
ED 214 100

Wheel Chairs

Accessible Transit: A Survey of the Riders of Wheelchair-Accessible Buses at the University of Minnesota.
ED 214 476

White House Conference on Aging
Employment & Retirement: A Management-Labor Dialogue. Proceedings of an Industry Conference on Employment and Retirement; A Pre-White House Conference on Aging Activity (Annapolis, Maryland, May 18-20, 1980).
ED 213 929

The White House Conference on Aging: Recommendations of Its Technical Committees and the Possible Congressional Response.
ED 214 055

White Students
Age of Admission and Trends in Achievement: A Comparison of Blacks and Whites.
ED 215 034

The Cognitive Value of Two-Year Colleges for Whites and Blacks.
ED 214 620

Widowed
Significant Other Relationships: Their Location and Importance for the Older Widow.
ED 214 098

Widowhood Fantasies: Incidence, Characteristics, and Potential Function.
ED 214 033

Wisconsin
Comparison of Governance Effectiveness of Appointed and Elected Boards of Education/Trustees.
ED 214 559

The Dial Access Library for Health Professionals in Wisconsin: An Historical Account.
ED 214 526

Wisconsin Writing Project
An Investigation of the Impact of the Wisconsin Writing Project on Student Composition.
ED 214 203

Withdrawal (Education)
At What Point Students Left Classes at Minneapolis Community College, Fall Quarter, 1981.
ED 214 570

Estimating the Effects of College, Department, Teacher and Course on Course Completion Rates.
ED 214 579

Student Attrition at the Community College: The Need for Conceptual Clarification.
ED 214 609

The UCLA Community College Student Survey Project.
ED 214 547

Women Faculty
Evaluation of a Course for Women in Educational Administration.
ED 214 301

Strategies and Other Predictors for the Upward Career Mobility of Women in School Administration.
ED 214 296

Womens Education
An Assessment of a Community College Reentry Program for Women.
ED 214 557

The Comparative Functionality of Formal and Non-formal Education for Women. Report on Phase I.

ED 214 807
The Differential Impact of Educational Innovations on Girls and Women: Media-Based Instruction and Curriculum Revision. Phase II, Curriculum Revision as if Women Mattered.
ED 214 808

Woodworking
Machine and Woodworking Tool Safety. Module SH-24. Safety and Health.
ED 213 858

Word Frequency
The Effects of Word Potency, Frequency, and Graphic Characteristics on Word Recognition in the Parafoveal Field.
ED 214 138

Word Potency
The Effects of Word Potency, Frequency, and Graphic Characteristics on Word Recognition in the Parafoveal Field.
ED 214 138

Word Problems
Identifying Different Levels of Understanding Attained by Physics Students. Final Report.
ED 214 755

Word Processing
Advantages of Randomized Experiments for Research in Composition.
ED 214 198
A Study of the Requirements and Business Training Procedures for Word Processing Personnel with Implications for Word Processing Curriculum Development in Two-Year Postsecondary Institutions.
ED 213 987

Word Recognition

The Effects of Word Potency, Frequency, and Graphic Characteristics on Word Recognition in the Parafoveal Field.
ED 214 138
Ethnographic Research on Word Recognition Strategies of Adult Beginning Readers: Summary Report.
ED 213 990

Work Attitudes
The Alienated Teacher: A Profile.
ED 214 905
Exhibit Positive Work Attitudes. Work Maturity Skills. Competency 2.0.
ED 214 017
Management Attitudes toward Productivity.
ED 213 922//
Meanings of Work in Different Environments and Cultures.
ED 214 099
Practice Good Work Habits. Work Maturity Skills. Competency 3.0.
ED 214 018
Productivity, People, and Public Policy.
ED 213 923
Survival Skills. Pre-Apprenticeship Phase 2 Training. Instructors Guide
ED 213 905
Workers' Attitudes toward Productivity. A New Survey.
ED 213 921//
Work Maturity Skills Instructor Guide.
ED 214 014
Work Maturity Skills Program Guide.
ED 214 015
Effect of Work Group Size and Task Size on Observers' Job Characteristics Ratings.

ED 214 083

Meanings of Work in Different Environments and Cultures.

ED 214 099

Safety Features for Floor and Wall Openings and Stairways. Module SH-36. Safety and Health.

ED 213 870

Working Safety in Confined Spaces. Module SH-32. Safety and Health.

ED 213 866

Work Experience

Cooperative Education, Experiential Learning, and Personal Knowledge.

ED 214 426

Utilizing Experiential Learning in Assessing Occupational Competencies of T&I Instructors.

ED 213 820

Work Experience Programs

Academic Cooperative Education at North Lake College: A Commitment to the 1980's.

ED 214 554

Understanding Children's Art: Stages of Development, Activities and Materials for Young Children. Resource Monograph No. 22.
ED 214 654

Youth
Characteristics of American Children and Youth: 1980. Current Population Reports, Special Studies Series P-23, No. 114.
ED 214 852

Chronic Diseases in the Pediatric Age Group. Matrix No. 7.
ED 214 632

The Life Cycle: A Suggested Annotated Bibliography of Twentieth-Century American Literature.
ED 213 886

Youth Conservation Corps
Youth Conservation Corps and Young Adult Conservation Corps. Hearings before a Subcommittee of the Committee on Government Operations, House of Representatives, Ninety-Seventh Congress, First Session (June 25 and July 17, 1981).
ED 213 975

Youth Employment
Focusing Better on Youth: Legislative Recommendations from the Field. A Report from the National Youth Practitioners' Network.
ED 213 989

Improving Youth Employment Prospects: Issues and Options. A CBO Study.
ED 213 974

Youth Conservation Corps and Young Adult Conservation Corps. Hearings before a Subcommittee of the Committee on Government Operations, House of Representatives, Ninety-Seventh Congress, First Session (June 25 and July 17, 1981).
ED 213 975

Youth Employment in Hawaii: A Policy Document.
ED 213 818

Youth Problems
The Indian Family Foundation for the Future. Report of the National Indian Child Conference (3rd, Albuquerque, New Mexico, May 17-21, 1981).
ED 214 733

Youth Programs
Apprenticeships in Employment and Training Programs. An Action Planning Guidebook.
ED 214 991

Focusing Better on Youth: Legislative Recommendations from the Field. A Report from the National Youth Practitioners' Network.
ED 213 989

A Review of Youth Services as a Component of the LACCD: Completed as a Part of the Feasibility Study Directed toward the Improvement of Occupational/Technical Education in the San Fernando Valley.
ED 214 604

Urban Youth, Their Long-Term Employment Prognosis and Necessary Remedial and Corrective Action.
ED 215 065

Youth Conservation Corps and Young Adult Conservation Corps. Hearings before a Subcommittee of the Committee on Government Operations, House of Representatives, Ninety-Seventh Congress, First Session (June 25 and July 17, 1981).
ED 213 975

Yugoslavia (Croatia)
Reflections on a Visit to the Union of the Blind of Croatia, Zagreb, Yugoslavia.
ED 214 334

Zaremo (Tribe)
Roots of Traditional Personality Development Among the Zaremo in Coastal Tanzania.
ED 214 623//

Zimbabwe
Integrated and Early Childhood Education: Preparation for Social Development.
ED 214 684

Integrated and Early Childhood Education: Preparation for Social Development. Summary Report and Conclusions, Eastern Hemisphere Seminar (2nd, Salisbury, Zimbabwe, February 24-March 7, 1981).
ED 214 625

Integrated and Early Childhood Education: Preparation for Social Development. Theme A: Relevant Provision for Early Childhood.
ED 214 687

Abrahamsson, Kenneth, Ed.
Cooperative Education, Experiential Learning, and Personal Knowledge.
ED 214 426

Adams, Eugene W.
A Summer Enrichment and Reinforcement Program in the School of Veterinary Medicine at Tuskegee Institute, Alabama. A Program Designed to Respond to a Challenge: Increased Minority and Disadvantaged Representation in Veterinary Medicine.
ED 215 032

Adams, Gerald R.
The Effects of Divorce: Outcome of a Preschool Intervention Program.
ED 214 667

Adams, R. C.
An Evaluation of Gender and Psychological Sex Type as Variables in Communication Research.
ED 214 217

Adams, Ronald D.
Teacher Development: A Look at Changes in Teacher Perceptions Across Time.
ED 214 926

Adams, Vesper Marianne Zubrack
Full Service School Model: Toward a Valid Measurement of Effectiveness.
ED 214 236

Adelman, Clifford
Choosing Your Partner: Interorganizational Issues in International Education.
ED 214 378

Aiken, Liona S.
A Study of Volunteers in Drug Abuse Programs. Treatment Research Report.
ED 214 048

Alberger, Patricia L., Ed.
How to Work Effectively with Alumni Boards.
ED 214 434

Alderman, Donald L.
Measurement Error and SAT Score Change.
ED 214 984

Aldrich-Langen, Caroline, Ed.
The Admission and Academic Placement of Students from Selected South American Countries: Bolivia, Brazil, Paraguay, Uruguay. A Workshop Report, September-October, 1977.
ED 214 451

Alexander, Jacquelyn
Community College Adaptation to Serve the Needs of Mildly Handicapped Teenagers and Young Adults.
ED 214 618

Alkin, Marvin C.
Qualitative Studies in Context: Reflections on the CSE Studies of Evaluation Use.
ED 214 978

Allen, B. J., Jr.
Education That is Multicultural: A University's Response.
ED 214 913

Allen, Harvey A.
Principals' Attitudes about the Characteristics and Functions of the Middle School.
ED 214 276//

Allen, Mariam
A Cooperative Integration (Mainstreaming) Program between Millbrae Elementary School District and San Mateo County Office of Education's Classes for the Deaf and Severely Hard of Hearing Program. Results of a Two Year Study. 1979-1981.
ED 214 357

Allocca, Rose
School Culture and Academic Achievement: A Cross-gender, Cross-cultural Study.
ED 214 307

Alpert, Daniel
What is the Problem of Retrenchment in Higher Education?
ED 214 471

Alter, Theodore R.
Population Change and Community Services: The Case of the Public Schools. Staff Paper Series #28.
ED 214 715

Aman, Mohammed M.
Documentation and Library Service of the Ministry of Information: Hashemite Kingdom of Jordan.
ED 214 544

Amiot, Mary Anne
Opportunities for Schools of Education to Foster Practitioner Involvement in the Improvement of Teaching.
ED 214 862

Anandam, Kamala
Teaching Writing with the Computer as Helper. AACJC Pocket Reader 2.
ED 214 583

Anderson, Del M.
Counselor Accountability Model of Grossmont College: A Working Paper.
ED 214 581

Anderson, James D.
Classification of Education and Research in Librarianship and Information Science. Report of a Project Submitted to the Board of Directors, Association of American Library Schools.
ED 214 517

Anderson, Lee

Schooling and Citizenship in a Global Age: An Exploration of the Meaning and Significance of Global Education.
ED 214 834

Anderson, Norman D.
The Preparation of High School Science Teachers in North Carolina: Baseline Data for the 1980's. Science Education Report.
ED 214 796

Anderson, R. Bryan
English for Driving Student Workbook.
ED 213 976

English for Driving Teacher's Guide.
ED 213 977

English for Driving Visuals for Use with Student Workbook and Teacher's Guide.
ED 213 978

Anderson, Tom
Multicultural Nonsexist Education in Iowa Schools: Home Economics & Industrial Arts.
ED 215 017

Andrew, Loyd D.
Operating Ratios and Institutional Characteristics Affecting the Responsiveness of Black Colleges and Universities to Professional Allied Health Programs.
ED 214 466

Anson, Cynthia
Papago Food Production and Nutrition Education Project.
ED 214 735

Anthony, Barbara
Expectation States Theory and Classroom Learning.
ED 214 750

Apotheloz, Denis
Attitudes Linguistiques: Resultats d'une enquete (Language Attitudes: Results of an Investigation).
ED 214 368

Argall, Rebecca S.
Sentence Combining: An Incisive Tool for Proofreading.
ED 214 186

Armstrong, W. Cliff
The Status of Reading Instruction in the College of Education at Southern University, Baton Rouge, Louisiana.
ED 214 109

Arneson, Sandy, Comp.
Waukegan Follow Through Balanced Reading Program: Individualized Reading Instruction Manual.
ED 214 117

Arnold, Rick
Education, Society, and the Teaching of Values.
ED 214 835

Asbury, Jo-Ellen
Students' Perceptions of Differential Treatment in the Classroom.
ED 214 980

Ashby, Sylvia, Ed.
Cooperative Occupational Preparation of the Handicapped. Exemplary Models.
ED 213 928

Athanasou, James A.
Interactions of Work-Task Dimensions and Sex Differences in Occupational Choices. Research Report.
ED 213 819

Inter-Relationships between Self-Estimates of Aptitudes and Tested Abilities on the GATB.
ED 214 962

Kuder Interest Card Sort: Research Report.
ED 214 963

Athey, Irene
Reading Research Synthesis: Problems and Challenges.
ED 214 134

Audeh, Ghazi Rifat
A Longitudinal Study of Science Curriculum and Practices in Elementary Schools in 10 States (1970-1980).
ED 214 802

Ausland, Greg
Tilesetting. Pre-Apprenticeship Phase 2 Training. Instructor's Guide.
ED 213 889

Tilesetting. Pre-Apprenticeship Phase 2 Training. Student Training Modules.
ED 213 890

Austin, Bruce A.
Attitudes toward Motion Pictures among College Students.
ED 214 210

The Motion Picture Audience: A Neglected Aspect of Film Research.
ED 214 211

MPAA Film Ratings and Film Attendance: A Test of Reactance Theory.
ED 214 218

Axton, J. H. M.
Integrated and Early Childhood Education: Preparation for Social Development. Theme A: Relevant Provision for Early Childhood.
ED 214 685

Ayre, David, Ed.
Resource Handbook on Manpower Flexibility Options in Ontario Universities.
ED 214 409

Azumi, Jann
Newark Teacher Center Principals' Survey. Analysis and Report.
ED 214 870

Bacharach, Samuel B.

Bargaining: Power, Tactics and Outcomes.
ED 214 420//

Bachen, Christine M.
Television Viewing Behavior and the Development of Reading Skills: Survey Evidence.
ED 214 150

Bacon, Steven F.
Correctional Retraining in the Navy: An Evaluation. Final Report, FY80-81.

ED 213 911

Baglan, Thomas
A Comparison of the Effects of Sex and Status on the Perceived Appropriateness of Nonverbal Behaviors.
ED 214 222

Baird, Leonard L.
The Inventory of Documented Accomplishments for Graduate Admissions: Results of a Field Trial Study of Its Reliability, Short-Term Correlates, and Evaluation.
ED 214 940

Baker, Keith A.
Effectiveness of Bilingual Education: A Review of the Literature. Final Draft Report.
ED 215 010

Baker, Roger G.
A Comparison of College Freshman Achievement in Remedial English Courses and in Freshman Composition Courses at a Two-Year College.
ED 214 615

Bank, Adrianne
Evaluation Design Project: School District Organization Study. Annual Report.
ED 214 297

Bank, Stanley
Basic Writers Perceive the Process of Composing.
ED 214 188

International Federation of Library Associations Annual Conference Papers. Education and Research Division: Editors of Library Journals and Serial Publications Sections (47th, Leipzig, East Germany, August 17-22, 1981).
ED 214 513

Banta, Trudy W.
Evaluation of Tennessee's State Plan for Career Education, 1980-81.
ED 213 906

Evaluation of the Tennessee Nutrition Education and Training Program. 1981 Final Report.
ED 214 263

A Functional Model for Management of Large Scale Assessments.
ED 214 303

Implementation of the Career Education Incentive Act in Tennessee: An Evaluator's Perspective.
ED 213 985

Banziger, George
Achievement Attributions by Young and Old Judges as a Function of Perceived Age of Stimulus Person.
ED 214 072

Barger, Gwyneth
College on Credit: A History of United Student Aid Funds; 1960-1980.
ED 214 438//

Barger, Harold
College on Credit: A History of United Student Aid Funds; 1960-1980.
ED 214 438//

Barkin, Barbara
Activities Ideas Definition Strategies (AIDS). Learning Disabilities: A Book of Resources for the Classroom Teacher.

ED 214 358

Baroody, Arthur J.
The Effects of Instruction on Children's Understanding of the Equals'' Sign.
ED 214 765

Barrett, Patricia
Career and Vocational Education for the Severely Handicapped.
ED 214 355

Barta, Sheryl
Multicultural Nonsexist Education in Iowa Schools: Home Economics & Industrial Arts.
ED 215 017

Basow, Susan A.
Cross-Cultural Patterns in Achievement Motivation: Ethnic Group and Sex Comparisons in Fiji.
ED 214 058

Batson, Suzette
Language Arts: A Wide Spectrum of Ideas.
ED 214 193

Bayer, Alan E.
A School Transfer Typology: Implications for New Theory, Revised Research Design, and Refocused School Policy and Practice.
ED 214 241

Beall, Melissa L.
Communication Competence: A K-12 Interdisciplinary Approach.
ED 214 205

Bear, Roberta Meyer
Widowhood Fantasies: Incidence, Characteristics, and Potential Function.
ED 214 033

Beck, Michael D.
An Adaptation of the Standards for Evaluations'' for the Interpretation of Reading Program Evaluations. Final Report.
ED 214 110

Beckman, Vernal G.
A Study to Determine the Current Level of Implementation of Eighteen Basic Middle School Principles in the State of Missouri.
ED 214 280//

Bell, John
Outdoor Education: A Unique Experience for Student Teachers at U.N.B.'s Faculty of Education.
ED 214 739

Benderson, Albert, Ed.
Making the Public Schools Work: Urban Education in the '80s. FOCUS 9.
ED 215 033

Benegar, John
Teaching Writing Skills: Global Issues. Skills Series, Volume 3.
ED 214 846

Benham, Barbara J.
Experiencing Research. A Study of Schooling in the United States. Technical Report Series, No. 8.
ED 214 878

Bensberg, Gerard J., Ed.
Cooperative Occupational Preparation of the Handicapped. Exemplary Models.

ED 213 928

Berg, Ernest H.
Report to the Legislature on the Educational and Fiscal Effects of Independent Study.
ED 214 552

Berger, Carl F.
Longitudinal Assessment of Instructional Competency: Three Stages of Preservice Professional Development.
ED 214 901

Berkoff, Mary Beth
Statement of Goals and Purposes: Earliest Learning Materials and Safety Education.
ED 214 128

Bernstein, Bianca L.
A Comparative Study of Sampling Procedures in Counseling Process Research.
ED 214 039

Berry, John W.
Comparative Studies of Cognitive Styles: Implications for the Education of Immigrant Students.
ED 215 009

Berryman, Charles
Undisciplined Social Studies: An Analysis of NCSS Programs, 1976-1980.
ED 214 850

Bers, Trudy H.
Assessment of Mandatory Placement in Communications: Fall 1981.
ED 214 599

Bessent, Authella
Productivity in Community College Programs: A Technique for Determining Relative Efficiency.
ED 214 571

Bessent, E. Wailand
Productivity in Community College Programs: A Technique for Determining Relative Efficiency.
ED 214 571

Betres, James
The Status of Elementary Social Studies Education in Selected Rhode Island Public Schools.
ED 214 812

Bhaerman, Robert
Apprenticeships in Employment and Training Programs. An Action Planning Guidebook.
ED 213 991

Testing in Employment and Training Programs. An Action Planning Guidebook.
ED 213 993

Biesheuvel, S.
Integrated and Early Childhood Education: Preparation for Social Development. Theme A: Relevant Provision for Early Childhood.
ED 214 687

Billson, Janet Mancini
In Search of the Silken Purse: Factors in Attrition among First-Generation Students. Revised.

ED 214 431

Biscoe, Eleanor, Ed.
Summary Proceedings of a Symposium on Educating Librarians and Information Scientists To Provide Information and Library Services to Blind and Physically Handicapped Individuals (San Francisco, California, July 2-4, 1981).

ED 214 504

Bishop, Ann Elise
English Language Teaching by Foreigners in Harbin, Northeast China.

ED 214 396

Blank, Ruth
What Shall Our Children Read? A Selected Bibliography of American Indian Literature for Young People.

ED 214 695

Blass, Rosanne J.
Minimal Competency Testing: Local School Development and Implementation in Targeted Areas of the United States.

ED 214 986

Nurturing the Roots of Literacy.

ED 214 142

Blatt, Gloria T.

The Functions of Reading in Four Elementary Classrooms and Their Effects on Children's Reading Interests.

ED 214 103

Bloom, Susan
Expectancy Climate and School Effectiveness.

ED 214 246

Blumberg, Phyllis
Medical Students and Faculty Perceptions of Importance of Academic Milestones and Markers.

ED 214 467

Psychosocial Characteristics of Female Medical Students.

ED 214 462

Blume, Glendon W.
Kindergarten and First-Grade Children's Strategies for Solving Addition and Subtraction Problems in Abstract and Verbal Problem Contexts. Report from the Program on Studies in Mathematics. Technical Report No. 583.

ED 214 652

Blumenthal, Peggy
American Study Programs in China: An Interim Report Card.

ED 214 447

Bock, Douglas G.
Evaluating Classroom Speaking.

ED 214 213

Bock, E. Hope
Evaluating Classroom Speaking.

ED 214 213

Bohlinger, Tom
The Current Status of Ohio Middle Schools Implementation of Eighteen Middle School Characteristics.

ED 214 286//

Boiarsky, Carolyn
Improving the Teaching of Writing in Your Own School: A Staff Development Program.
ED 214 199

Bolin, Mary Jane
School Art/Music Assessment Manual. A Closer ook At Your District's Art/Music Program For Purposes Of Gaining And Maintaining Support For Arts Education.
ED 214 861

Boloz, Sigmund A.
The GLAD Project: Energizing Language.
ED 214 734

Bond, Ronald N.
The Potency of Primary Prevention: A Meta-Analysis of Effect Size.
ED 214 067

Books, Nancy A.
Internships and Job Exchanges: Internships in ARL Libraries. SPEC Kit

No. 79.
ED 214 535

Boraks, Nancy
Ethnographic Research on Word Recognition Strategies of Adult Beginning Readers: Summary Report.
ED 213 990

Bordage, Georges
The Organization of Medical Disorders in the Memories of Medical Students and General Practitioners.
ED 214 465

Borsa, Ivan
Development and Modernization of the Basbakanlik Arsiv: Turkey.
ED 214 543

Boser, Judith A.
Evaluation of Tennessee's State Plan for Career Education, 1980-81.
ED 213 906
Implementation of the Career Education Incentive Act in Tennessee: An Evaluator's Perspective.
ED 213 985

Bowen, Blannie E., Ed.
Maintaining Effective Classroom Control in Vocational Education.
ED 213 944

Bowen, Howard R.
The State of the Nation and the Agenda for Higher Education.
ED 214 452//

Bowman, Mary Lynne
Teaching Natural Resource Management Through Environmental Education Activities.

ED 214 752

Braddock, Jomills Henry, II
Determining the College Destination of Black Students.
ED 215 031

Braden, Roberts A.
Identifying the Theoretical Foundations of Visual Literacy.
ED 214 519

Bramnick, Betty R.
Assessment of Adult Basic Education Program Impact.
ED 213 947

Brams, Steven J.
Spatial Models of Election Competition.
ED 214 775

Brath, Ed
Plumbing. Pre-Apprenticeship Phase 2 Training. Instructor's Guide.
ED 213 903
Plumbing. Pre-Apprenticeship Phase 2 Training. Student Training Modules.
ED 213 904

Brennan, Patricia M.

Statement of Goals and Purposes: Earliest Learning Materials and Safety Education.
ED 214 128

Briar, Scott, Ed.
Research Utilization in Social Work Education.
ED 214 810

Bridges, Charles William
From Bare Bones: Building a Training Program for Writing Teachers.
ED 214 165

Brieschke, Patricia
A Case Study of Teacher Role Enactment in an Urban Elementary School.
ED 214 300

Brion-Meisels, Steven
Sexuality Education with Troubled Adolescents: Suggestions for Planning and Implementation.
ED 214 361

Brock, Lucy, Ed.
A Classroom Teacher's Guide to Reading Improvement in Middle School Science. Resource Monograph No. 19.
ED 214 123

Brookfield, Jeffri
Staff Development: A Systematic Process.
ED 214 332

Brostoff, Anita
Thinking through Writing: A Report on the Project, Its Evaluation, and Its Uses.

ED 214 173

Brown, Dale
Counseling and Accommodating the Student with Learning Disabilities.
ED 214 338
Proceedings: National Meeting of Learning Disabled Adults (1st, April 30, 1980).
ED 214 339

Brown, Lester R.
Six Steps to a Sustainable Society. Worldwatch Paper 48.
ED 214 855

Brown, Ronald A.
Teaching Special Needs Students in Vocational Education.
ED 213 941

Brubacher, Roy G.
Colorado's Alternative School Calendar Program and the Four Day Week.
ED 214 719

Brumberg, Stephan F.
Going to America, Going to School: The Immigrant-Public School Encounter in Turn-of-the-Century New York City. (A Work in Progress.)
ED 215 060

Bryson, Judy C.
Women and Economic Development in Cameroon.

ED 214 694

Bryson, Kathleen
A Conservation Plan for the Transylvania University Library.
ED 214 495

Buhl, Barbara Ann
Title I, Today: A Factbook. A Descriptive Summary of Title I (Financial Assistance to Meet Special Educational Needs of Children) of the Elementary and Secondary Education Act.
ED 215 042

Bullock, Lyndal M.
Perceived Communication and Training Needs of Parents and School Professionals.
ED 214 329

Burleson, Joseph A.
The Effect of Court-Ordered Desegregation on Minority Students' Achievement: There's No Place Like Home.
ED 215 063

Burnham, Peter F.
Academic Standards Task Force Report.
ED 214 597

Burt, Marilyn
Exceptional Students: Exceptional Needs.
ED 214 291//

Burton, Sharon Y.
Assessment of Occupational Opportunities in Health Occupations for Handicapped.
ED 213 932

Butler-Wall, Brita
Managing Questions: Data from Second Language Learners of Swedish.
ED 214 401

Butler, Eric Payne
Focusing Better on Youth: Legislative Recommendations from the Field. A Report from the National Youth Practitioners' Network.

ED 213 989

Byron, Frederick W., Jr.
Identifying Different Levels of Understanding Attained by Physics Students. Final Report.
ED 214 755

Bysaeth, Leo
Attitudes Linguistiques: Resultats d'une enquete (Language Attitudes: Results of an Investigation).
ED 214 368

Caballero, Jane
Orientation to Infant and Toddler Assessment: A User's Guide for the Child Development Assessment Form.
ED 214 675//

Cadman, Lois A.
Manual Para Padres: de los Ninos Incapacitados Pre-escolares (A

Handbook for Parents of Pre School Handicapped Children).
ED 214 360

Calfee, Robert C.
Designing Reading Instruction for Cultural Minorities: The Case of the Kamehameha Early Education Program.
ED 215 039

Campbell, Dale F.
Postsecondary Occupational Education: National Trends, Issues, and Potential Implications for Texas Public Community/Junior Colleges.
ED 214 591

Cannon, Raymond J.
UMAP Modules-Units 84-88.
ED 214 785

Carni, Ellen
Contextual Constraints on the Comprehension of Before'' and After''.
ED 214 678

Carson, Mary R.
Discipline Seminar. Report.
ED 214 266

Effective Schools. Seminar Report.
ED 214 265

Carsrud, Karen Banks
The Effect of Court-Ordered Desegregation on Minority Students' Achievement: There's No Place Like Home.
ED 215 063

On Implementing Court-Ordered School Desegregation: What Successful Elementary Principals Do.
ED 215 027

Casey, Tommye W.
The Participation of Minorities and Women in Education R&D Leadership and Management: An Annotated Bibliography.
ED 214 433

Casken, Sarah T.
Positive and Negative Politeness Strategies and Their Influence on American and British English Discourse.
ED 214 398

Casserly, Patricia L.
Factors Related to Young Women's Persistence and Achievement in Advanced Placement Mathematics.

ED 214 798
Cassimer, Myrna Harris
Health Occupations Curriculum Guide, 1981. Vocational Education Curriculum Guide. Bulletin No. 1635.
ED 213 940
Caterini, Charles
Outdoor Education: A Unique Experience for Student Teachers at U.N.B.'s Faculty of Education.
ED 214 739
Caul, Jacqueline L.
Effects of Increasing Time Allocated to Student Teaching.
ED 214 936
Cerych, Ladislav
Student Flows and Expenditure in Higher Education, 1965-1979.
ED 214 419
Chabran, Richard
U.S. Hispanic Materials and the Library of Congress, 1960-1980.
ED 214 716
Chachere, Ernest G.
A Study of the Attitudes toward Public Education of Inner-City Parents with Children Attending Public Schools.
ED 215 038
Chaffee, Ellen Earle
Rational Budgeting? The Stanford Case.
ED 214 468
Linguistic Theory and the Study of Legal and Bureaucratic Language. Document Design Project, Technical Report No. 16.
ED 214 372
Chase, Elizabeth C. R., Ed.
A Massachusetts Guide: Promising Practices in Career Education.
ED 213 951
Chase, Elizabeth C.R., Ed.
A Massachusetts Career Education Staff Development Research Guide.
ED 213 950
Chateh, Peter
Documentation Centre of the Association of African Universities.
ED 214 545
Chin, R.
Case Studies of Three Urban University-School Collaboratives Mandated for the Improvement of Educational Practice. Volume I, Final Report. Revised.
ED 215 044
Chitepo, Victoria
Integrated and Early Childhood Education: Preparation for Social Development.
ED 214 684
Chiu, Jih-Perng Peter
Reciprocity in Preschool Peers' Social Interaction.
ED 214 644
Cholewinski, Scott
Bricklaying. Pre-Apprenticeship Phase 2 Training. Instructor's Guide.
ED 213 893
Bricklaying. Pre-Apprenticeship Phase 2 Training. Student Training Modules.
ED 213 894
Chorvinsky, Milton

Preprimary Enrollment 1980.
ED 214 682

Christensen, Sandra
Improving Youth Employment Prospects: Issues and Options. A CBO Study.
ED 213 974

Christian, Adelaide
Back to the Basics'' Through Environmental Education.
ED 214 764

Clancy, Patricia M.
The Development of Sentences in Japanese Narrative Discourse.
ED 214 376

Clark, Christopher M.
Diary Time: The Life History of an Occasion for Writing. Research Series No. 106.
ED 214 648

Opportunities for Schools of Education to Foster Practitioner Involvement in the Improvement of Teaching.
ED 214 862

Clark, Judith
A Guide to Curriculum Development in Career Education.
ED 213 982

Clark, Julia H.
Research Trends in School Psychology: 1974-1980.
ED 214 068

Clarke, Ronald H.
Workers' Attitudes toward Productivity. A New Survey.
ED 213 921//

Claus, Richard N.
Competency Testing: A Review of the Literature. Evaluation Report.
ED 214 974

Clauset, Karl H., Jr.
Improving Schools for Low Achieving Children: A System Dynamics Policy Study.
ED 214 243

Cleland, Lynne Nelson
Skill Patterns of Precocious Readers.
ED 214 133

Clement, John
Identifying Different Levels of Understanding Attained by Physics Students. Final Report.
ED 214 755

Clewell, Suzanne
Organizational Strategies to Increase Content Area Learning: Webbing, Pyramiding, and Think Sheets.
ED 214 139

Clifford, Howard
Status of Day Care in Canada, 1980: A Review of the Major Findings of the National Day Care Study, 1980.
ED 214 666

Cline, Randall E.
Elements of the Theory of Generalized Inverses for Matrices.
ED 214 767

Codianni, Anthony V.
Toward Educational Equity for All: A Planning Guide for Integrating Multicultural/Nonsexist Education into the K-12 Curriculum.
ED 215 025

Cohen, Elizabeth G.
Expectation States Theory and Classroom Learning.
ED 214 750

Cohen, Judy
A Reading and Writing Program Using Language-Experience Methodology Among Adult ESL Students in a Basic Education Program. Administrators/Instructors Manual.
ED 213 914

A Reading and Writing Program Using Language-Experience Methodology Among Adult ESL Students in a Basic Education Program. Volunteer Tutor Manual
ED 213 915

Cole, Claire G.
A Model for a Middle School Guidance Program Based on Developmental Tasks of Students.
ED 214 279//

Cole, Jack N.
Limitations of the Tests in the Light of Recent Research in Reading and Learning: Problems, Possiblities, and a Program for Change.
ED 214 156

Coleman, James
Public and Private Schools. An Analysis of High School and Beyond: A National Longitudinal Study for the 1980's.
ED 214 314

Collins, Carmen
The Use of Writing to Improve Reading Comprehension.
ED 214 102

Collins, R.
Case Studies of Three Urban University-School Collaboratives Mandated for the Improvement of Educational Practice. Volume II, Final Report.
ED 215 045

Condas, Anastasia C.
An All Right'' High School Reading Program.
ED 214 115

Connors, Robert J.
Static Abstractions and the Teaching of Writing.
ED 214 176

Contee, Jerome A., Ed.
Drug Program Report: Credentialing.
ED 214 036

Cooper, Colleen R.
Project PROF: A Professional Development Program for College Faculty.
ED 214 463

Cooper, Elizabeth
Special Report: Labor Relations in Elementary and Secondary Education, 1980-1981. Government Employee Relations Report.
ED 214 313//

Copeland, Gary A.
An Evaluation of Gender and Psychological Sex Type as Variables in Communication Research.
ED 214 217

Corbett, H. Dickson, III
School Contingencies in the Continuation of Planned Change.
ED 214 292

Cornbleth, Catherine
Mirroring Ourselves: Reflections on Social Studies Teacher Education.
ED 214 814

Cotton, K
Class Size. Research on School Effectiveness Project: Topic Summary Report.
ED 214 705

Cotton, K.
Parent Participation. Research on School Effectiveness Project: Topic Summary Project.
ED 214 701

The Principal as Instructional Leader. Research on School Effectiveness Project: Topic Summary Report.
ED 214 702

Direct Instruction. Topic Summary Report. Research on School Effectiveness Project.
ED 214 909

Instructional Grouping: Ability Grouping. Research on School Effectiveness Project: Topic Summary Report.
ED 214 704

Instructional Grouping: Group Size. Research on School Effectiveness Project: Topic Summary Report.
ED 214 703

Native American Education. Topic Summary Report.
ED 214 700

Time Factors in Learning. Research on School Effectiveness Project: Topic Summary Report.
ED 214 706

Coulson, John E.
Evaluation of the Special Services for Disadvantaged Students (SSDS) Program: 1979-80 Academic Year.

ED 214 412

Coulter, Ted
Development of a Junior College CMI Computer-Managed Instruction Reading Instruction Program.

ED 214 613

Cowle, Kevin, Ed.
Media Education. A Report on the Media Education Conference Jointly Held by the Scottish Film Council, Jordanhill College of Education, and the Scottish Council for Educational Technology (Dowanhill, Glasgow, November 29, 1980).

ED 214 499

Cox, Patricia W.
Field Dependence-Independence and Psychological Differentiation: Bibliography with Index. Supplement No. 5.

ED 214 977

Crain, Mary Jane
The Development of Standards to Ensure the Competency of Physician Assistants. Volume IV of V: Assessment of the Applicability of the Individual Physician Profile Program for Physician Assistants. Final Report, July 1, 1976-August 14, 1979.

ED 213 919

The Development of Standards to Ensure the Competency of Physician Assistants. Volume V of V: The Design of a System of Accreditation and Maintenance of a Roster of CME Programs for Physician Assistants. Final Report, July 1, 1976 August 14, 1979.

ED 213 920

Cranney, A. Garr
Bible References by Computer for Adult Reading Teachers.

ED 214 114

Crase, Darrell
Death Education's Quest for Maturity.

ED 214 489

Crawley, Margaret
Implementing a State Wide Family Day Care Conference.

ED 214 669

Creemers, Bert P.M.
The Project: Education and Social Environment, Rotterdam (The Netherlands). Management Assessment Paper.

ED 215 041

Crismore, Avon
An Examination of the Content Area Reading Inservice Program at Fort Wayne Community Schools.

ED 214 140

A Think-Aloud Protocol from a Critical Reader Reading a Study from The Journal of Reading.''

ED 214 113

Cross, David
The Compact Course: A Curricular Innovation.

ED 214 395

Crouch, Dora
Indexing in Art and Architecture: An Investigation and Analysis. Report to the Council on Library Resources.
ED 214 497

Crunkilton, John R.
Teaching Special Needs Students in Vocational Education.
ED 213 941

Cunningham, Patricia
Native Americans in Oklahoma, K-6.
ED 214 723

Curtis, John A.
Project SETT-UP: Special Education via Telecommunications, Teacher Upgrade. Five Year Report, June 1, 1976-August 31, 1981.
ED 214 331

Cylke, Frank Kurt
Reflections on a Visit to the Union of the Blind of Croatia, Zagreb, Yugoslavia.
ED 214 334

D'Costa, Ayres
The Development of Standards to Ensure the Competency of Physician Assistants. Volume III of V: Development of a Self-Assessment Examination for Physician Assistants. Final Report, July 1, 1976-August 14, 1979.
ED 213 918

Dail, Paula W.
The Condition of Child Abuse/Neglect as an Environmental Influence on Early Childhood Development.
ED 214 646

Daillak, Richard H.
Qualitative Studies in Context: Reflections on the CSE Studies of Evaluation Use.
ED 214 978

Daines, Delva
Designing Instruction for Mastery Learning.
ED 214 916

Daly, Richard E.
A Causal Analysis of Satisfaction, Performance, Work Environment and Leadership in Selected Secondary Schools. A Study of Schooling in the United States. Technical Report Series, No. 31
ED 214 898

Daniel, Mark
Vocabulary-Test Errors and Word Learning. Technical Report 1981-8.
ED 214 137

Daniels, Craig E.
Computer Analyzed Stress-Episode Cards: A Self-Awareness Feedback Technique.
ED 214 037

Denis, Francine
Weaving the Web of Meaning: Interaction Patterns in Peer-Response Groups.
ED 214 202

Danisiewicz, Thomas J.
Value Orientations and the Effects of Professional Schools on Students.
ED 214 470

Darian, Steven
Oral and Written Communication: An Analysis of Forms and Functions.
ED 214 364

Daum, Menachem
Barriers and Supports in the Job Search: Preliminary Findings from a Survey of Older Job Seekers.
ED 214 074

Davis, Chuck
P.A.C. Planner's Workbook. E.S.E.A. Title I. Revised.
ED 215 066

Davis, James E.
Preparing to Teach Economics: Approaches and Resources. Revised and Expanded Edition.
ED 214 837

Davis, Katherine
Peace Corps in Special Education and Rehabilitation. Case Study CS-2. Appropriate Technologies for Development
ED 214 340

Davis, Michael D.
A Study of Programs to Prepare Early Childhood Personnel.
ED 214 662

Davis, Ollye G., Comp.
So You Are Doing Research! An Annotated Guide to Library Materials in Political Science and Related Fields. Third Edition.
ED 214 507

Day, David M.
Cluster Analysis as a Basis for Treatment Program Organization.
ED 214 356

de Kane, Frances Pizzini-Zepeda
Young Children's Drawings as Related to Basic Communication Skills. Research Monograph No. 31.
ED 214 653

de Kanter, Adriana A.
Effectiveness of Bilingual Education: A Review of the Literature. Final Draft Report.
ED 215 010

de Pietro, Jean-Francois
Evolution de la notion d'acceptabilite a travers les niveaux de langue chez des enfants de 6 a 11 ans (Evolution of the Notion of Acceptability across Language Levels among Children Aged Six to

Eleven).

ED 214 367

de Porcel, Antonio
Studies in Bilingual Evaluation, Work Unit I: Bilingual Prediction Project. Final Report.

ED 214 954

Deal, Terence E.
Stories as a Strategy for Improving Urban Schools: Toward the Creation of a Functional We''.

ED 215 061

DeBlasi, Robert V.
Conference Model: Guidelines...for Science Supervisors on How to Conduct a Successful Leadership Conference.

ED 214 803

DePauw, Karen
On Building an A-Posteriori Index from Survey Data: A Case for Educational Planners' Assessment of Attitudes towards an Educational Innovation.

ED 214 964

Derryck, Vivian Lowery
The Comparative Functionality of Formal and Non-formal Education for Women. Report on Phase I.

ED 214 807

The Differential Impact of Educational Innovations on Girls and Women: Media-Based Instruction and Curriculum Revision. Phase II, Curriculum Revision as if Women Mattered.

ED 214 808

Deshaies, Denise
Etude des comportements langagiers dans deux entreprises en debut de processus de francisation (A Study of Language Usage and Attitudes in Two Businesses at the Beginning of the Process of Change from English to French).

ED 214 403

Dhanota, A.S.
The Grade Nine Student Survey: Fall 1980.

ED 214 965

Dickson, George E.
Basic Education: Fundamentally a Concern for Competent, Effective Teachers.

ED 214 857

Dillon, David
Developing Reading Ability by Using Literature for Values Clarification in Social Studies.

ED 214 819

Towards a New Theory of Reading Instruction.

ED 214 157

Dillon, J.T.
The Nature of Questions in Educational Research.

ED 214 982

Dionne, Jean-Paul
Relationships between Stimulus-Seeking, School Climate and Self-Reported Deviant Behavior in High Schools.

ED 214 242

Dixon, Gregory L.
Peace Corps in Special Education and Rehabilitation. Case Study CS-2. Appropriate Technologies for Development

ED 214 340

Doherty, Linda M.
Correctional Retraining in the Navy: An Evaluation. Final Report, FY80-81.

ED 213 911

Domanico, Raymond
The Promotional Gates Program: Mid-Year Assessment and Analysis of January, 1982 Test Results. Evaluation Report.

ED 215 011

Doss, David
A Cause for National Pause: Title I Schoolwide Projects.

ED 214 996

Doty, Charles R.
Review and Synthesis of Research and Development in Technical Education in Community Colleges, 1978-1981.

ED 214 568

Douglass, James B.
A Comparison of the One-, the Modified Three-, and the Three-Parameter Item Response Theory Models in the Test Development Item Selection Process.

ED 214 994

Drevenstedt, Jean
Achievement Attributions by Young and Old Judges as a Function of Perceived Age of Stimulus Person.

ED 214 072

Duckett, Willard R., Ed.
Planning for the Evaluation of Teaching. NSPER: 79. A CEDR Center on Evaluation, Development and Research Monograph.

ED 214 967

Dugger, William E., Jr.
AIASA Guide for Industrial Arts Programs.

ED 213 908

Sex Equity Guide for Industrial Arts Programs.

ED 213 909

Special Needs Guide for Industrial Arts Programs.

ED 213 910

Standards for Industrial Arts Programs.

ED 213 907

Dulburg, Saul
A Guide to Curriculum Development in Career Education.

ED 213 982

Durden, William G.
Educating Verbally Gifted Youth. Fastback 176.
ED 214 160

Durham, Diana J.
The Acquisition of Consultation Skills by Means of Two Simulation Techniques for Regular Class Teachers Engaged in Joint Planning of Educational Programs for Learning Disabled Children. Final Performance Report.
ED 214 341

Durojaiye, M. O. A.
Integrated and Early Childhood Education: Preparation for Social Development. Theme B: Home and School - Contrasting Cultures.
ED 214 686

Dynan, Muredach B.
Final Physical Science Evaluation Report. Co-operative Research Series Report No. 8.
ED 214 761

Dyssegaard, Birgit
The Role of Special Education in an Overall Rehabilitation Program. Monograph Number Seven.
ED 214 350

Eadie, William F.
The Relationship between Communicator Attitudes and Communication Behavior: Initial Evidence.
ED 214 209

Earle, Janice
Community-Based Learning and Service: The Impact of an Innovation.
ED 214 293

Easton, John Q.
Estimating the Effects of College, Department, Teacher and Course on Course Completion Rates.
ED 214 579

Ed.
An Analysis of the Secondary School Science Curriculum and Directions for Action in the 1980's. 1982 AETS Yearbook.
ED 214 759

Edge, David L.
Administrative Style and Organizational Climate in Junior High and Middle Schools.
ED 214 289//

Eignor, Daniel R.
A Comparison of the One-, the Modified Three-, and the Three-Parameter Item Response Theory Models in the Test Development Item Selection Process.
ED 214 994

Eisenberg, Theodore
A Follow-up Study on Perach Children Two Years After Tutoring.

ED 214 760

Eisenstock, Barbara
Techniques for Testing the Effectiveness of Minority Portrayals in Multi-Cultural Children's Programming.
ED 214 207

Ellett, Frederick S., Jr.
Defensible Educational Goals and Needs-Assessment Strategies. Studies in Evaluation and Decision Making. Work Unit 3: Philosophic Inquiry into Evaluation.
ED 214 949

Elliott, Peggy Gordon
Update on Teacher Absenteeism.
ED 214 257

Ellman, Fran
Utilization and Effects of Alternative Measures of Comparability: Executive Summary.
ED 214 953

Emanuel, Joseph
Preventing Burnout through Counselor Training.
ED 214 075

Emihovich, Catherine A.
The Color of Misbehaving: Two Case Studies of Deviant Boys in a Magnet School.
ED 215 062

England, J. Lynn
Catastrophe Models: Some Illustrations and Potential for Social Impact Assessment.
ED 214 691

Engstrom, Gerald A.
An Examination of the Viability of Class Climate as a Useful Construct in Secondary Schools. A Study of Schooling in the United States. Technical Report Series, No. 23.
ED 214 891

Mexican-American and Anglo-American Student Perceptions of the Learning Environment of the Classroom. A Study of Schooling in the United States. Technical Report Series, No. 22.
ED 214 890

Epler, Doris M.
In-Service Training for Instructors Designed to Build the Necessary Skills Needed to Plan, Develop, and Implement Competency-Based Vocational Education. Final Report (July 1, 1980-June 30, 1981).
ED 213 823

Erickson, Mary Jo
A Suggested Model for Developing a K-12 Oral Communications Program.
ED 214 192

Eskew, Ron W.
Cohort Influences in Older Marriages.
ED 214 086

Television Advertising and Children: Issues, Research and Findings.
ED 214 645

Estabrook, Marina
Faculty and Student Evaluations of College Classrooms.
ED 214 472

Ettinger, Blanche
A Study of the Requirements and Business Training Procedures for Word Processing Personnel with Implications for Word Processing Curriculum Development in Two-Year Postsecondary Institutions.
ED 213 987

Fairbairn, Kerry
Fairness in Qualitative Evaluation: Some Implications for Educational Evaluators.
ED 214 988

Farrar, Steve M.
Critical Factors for Implementing Competency-Based Education.
ED 214 260

Farrow, Shirley
Academic Cooperative Education at North Lake College: A Commitment to the 1980's.
ED 214 554

Faulman, Jane
The Development of Standards to Ensure the Competency of Physician Assistants. Volume II of V: Role Delineation for the Physician Assistant. Final Report, July 1, 1976-August 14, 1979.
ED 213 917

Fechter, Sharon Ahern
Computer-Assisted Instruction in the ESL Curriculum.
ED 214 391

Feeley, Joan T.
Help for the Reading Teacher: Dealing with Limited English Proficient (LEP) Children in Classroom and Reading Center.
ED 214 158

Felsenthal, Helen
Factors Influencing School Effectiveness: An Ecological Analysis of an Effective'' School.
ED 214 299

Ferguson, James E.
Student Council Activity Resource Book.
ED 214 239

Fernig, Leo
Servol: An Education and Community Development Project in Trinidad. Advisory Mission Report, October 11-18, 1981.
ED 213 973

Field, Dorothy
Personality and Accuracy of Retrospective Reports of Aging Women.
ED 214 065
Retrospective Reports of Aging Spouses of Past Events in Their Lives

Together.
ED 214 064

Retrospective Reports of Important Personal Events by Aging Persons.
ED 214 063

That's What We Enjoyed in the Old Days: Retrospective Reports.
ED 214 066

Fiels, Keith Michael, Ed.
Directory of Humanities Resource People in New York State.
ED 214 825

Fine, Evelyn
Center for Small Business Annual Report.
ED 214 595

Finger, Thomas
Higher Education and Research in the People's Republic of China: Institutional Profiles.
ED 214 448

Finkelstein, Harry
The Mentally Retarded and the Educational System in Denmark.
ED 214 348

Finney, Ross L.
UMAP Modules: Final Report 1976-80.
ED 214 771

Firestone, William A.
Assistance and Enforcement as Strategies for Knowledge Transfer and Program Reform.
ED 214 252

Fish, Lawrence D.
Alternative Patterns of International Collaboration for School Improvement: An Analysis of Activities of the OECD/CERI Pacific Circle Consortium.
ED 214 827

Framework for Policy Analysis of Alternative Patterns of International Education Dissemination.
ED 214 826

Fisher, Donald W.
The Development of Standards to Ensure the Competency of Physician Assistants. Volume III of V: Development of a Self-Assessment Examination for Physician Assistants. Final Report, July 1, 1976-August 14, 1979.
ED 213 918

The Development of Standards to Ensure the Competency of Physician Assistants. Volume II of V: Role Delineation for the Physician Assistant. Final Report, July 1, 1976-August 14, 1979.
ED 213 917

The Development of Standards to Ensure the Competency of Physician Assistants. Volume I of V: Summary Report. Final Report, July 1, 1976-August 14, 1979.
ED 213 916

The Development of Standards to Ensure the Competency of Physician Assistants. Volume IV of V: Assessment of the Applicability of the Individual Physician Profile Program for Physician Assistants. Final Report, July 1, 1976-August 14, 1979.
ED 213 919

The Development of Standards to Ensure the Competency of Physician Assistants. Volume V of V: The Design of a System of Accreditation and Maintenance of a Roster of CME Programs for Physician Assistants. Final Report, July 1, 1976-August 14, 1979.
ED 213 920

Fitch, Brian
Technical Assistance for Employment and Training Programs. Overview.
ED 214 030

Fitzgerald, Laurine E.
Academic Advisors: The Boundary Spanners.
ED 214 481

Fleisher, Dorothy
Are Neighbors a Viable Support System for the Frail Elderly?
ED 214 070

Fleming, Gladys Andrews, Ed.
Children's Dance. Revised Edition.
ED 214 921

Fleming, Margaret
Grading Issues in a Desegregating System.
ED 215 051

Florio, Susan
Diary Time: The Life History of an Occasion for Writing. Research Series No. 106.
ED 214 648

What Can You Learn about Writing in School?: A Case Study in an Elementary Classroom.
ED 214 200

Flowers, Barbara P.
Widowhood Fantasies: Incidence, Characteristics, and Potential Function.
ED 214 033

Folks, John
Safety Precautions for Science.
ED 214 757

Forrest, Joy Davis
An Assessment of a Community College Reentry Program for Women.
ED 214 557

Forssen, Anja
Roots of Traditional Personality Development Among the Zaramo in Coastal Tanzania.
ED 214 623//

Forsyth, Patrick B.
Value Orientations and the Effects of Professional Schools on

Students.
ED 214 470

Fortunato, Ray T.
Personnel Administration in Higher Education. Handbook of Faculty and Staff Personnel Practices.
ED 214 417//

Fox, Lynn H.
Educating Verbally Gifted Youth. Fastback 176.
ED 214 160

Frankel, Martin R.

High School and Beyond: A National Longitudinal Study For the 1980's. Sample Design Report.
ED 214 990

Frankel, Robert
Information Services Assessment Report: Indochinese Refugee Resettlement Program.
ED 215 003

Frankel, Robert, Comp.
The Resettlement of Indochinese Refugees in the United States: A Selected Bibliography.
ED 215 004

Fraser, Barry J.
Criterion Validity of an Individualised Classroom Environment Questionnaire.
ED 214 961

Evaluation of Educational Innovations.
ED 214 946

Frauenthal, James C.
Introduction to Population Modeling.
ED 214 778

Freed, Richard C.
Designing Writing Programs in Business and Industry.
ED 214 169

Freedman, Aviva, Ed.
Reinventing the Rhetorical Tradition.
ED 214 162//

Freedman, Sarah Warshauer
Student Teacher Conversations about Writing: Shifting Topics in the Writing Conference.
ED 214 181

French, Lucia
Contextual Constraints on the Comprehension of "Before" and "After".
ED 214 678

Fretwell, Gordon, Comp.
ARL Annual Salary Survey, 1981.
ED 214 524

Friedlander, Jack

Science Education for Women and Minorities in an Urban Community College. Topical Paper Number 75.
ED 214 578

Friedman, Norman W.
Problems of Small, High-Technology Firms. Special Report.
ED 214 795

Frieze, Irene Hanson
Students' Perceptions of Differential Treatment in the Classroom.
ED 214 980

Fuchs, Lynn
Reliability and Validity of Curriculum-Based Informal Reading Inventories.
ED 214 155

Fuentes, Luis
Schools, As Political Institutions and Ghetto/Barrio Educational Aspirations.
ED 215 035

Funabiki, Dean

An Investigation of Precipitating Events and Susceptibility Factors in Depression.
ED 214 071

Gage, Jennifer, Comp.
Adult Basic Education for Non-English Speakers: A Bibliography.
ED 214 382

Directory of Computerized Resources in Bilingual Education.
ED 214 383

Galbreath, Diane
Utilizing Community Resources in the Classroom: An In-service Reference Collection.
ED 214 927

Gall, Bernice E.
Field Dependence-Independence and Psychological Differentiation: Bibliography with Index, Supplement No. 5.
ED 214 977

Gallini, Joan K.
An Investigation of the Relationship Between a Measure of Functional Literacy and Level of Functioning in Society.
ED 214 997

Garcia-Moya, Rodolfo, Ed.
Center for Bilingual Multicultural Education Research and Service. Monograph Series, Vol. 1 No. 3.
ED 214 732

Garcia, Jesus
An Examination of Ethnic Content in Nine Current Basal Reading Series.
ED 214 101

Garrett, Judith Nealer
Early Intervention for High Risk Infants and Their Adolescent Mothers. Progress Report for Second Year, July 1, 1980-June 30, 1981.
ED 214 330

Garrett, Willie
Teachers' Knowledge of School Law.
ED 214 869

Gaynor, Alan K.
Improving Schools for Low Achieving Children: A System Dynamics Policy Study.
ED 214 243

Genova, William J.
Case Studies of Three Urban University-School Collaboratives Mandated for the Improvement of Educational Practice. Executive Summary.
ED 215 046

Gentry, Ruben
Concerns for Meeting the Needs of Black Handicapped Children with Implications for Teacher Education.
ED 214 321

Problems and Issues in Educating Bilingual Handicapped Children with Implications for Teacher Education.
ED 214 322

Gephart, William J.
Evaluation: Past, Present and Future: Phi Delta Kappa Occasional Paper 17.
ED 214 972

The Problem and Problem Delineation Techniques. Phi Delta Kappa Occasional Paper No. 1.

ED 214 969

Geraedts, Alice
International Federation of Library Associations Annual Conference Papers: Libraries Serving the General Public Division: Children's Libraries Section (47th, Leipzig, East Germany, August 17-22, 1981).
ED 214 515

Gerken, Kathryn Clark
Serving Minority Children in Rural Settings: A Personal Perspective.
ED 214 045

Gersmehl, Carol
University of Minnesota Undergraduate Student Financing, 1980-81: A Study of Expenses and Sources.
ED 214 474

Gianutsos, Rosamond
Using Microcomputers for Cognitive Rehabilitation.
ED 214 501

Gibbs, Jeanne M.
Significant Other Relationships: Their Location and Importance for the Older Widow.
ED 214 098

Giesen, Phillip
The Methodology of Classroom Observation in a Study of Schooling. A Study of Schooling in the United States. Technical Report Series, No. 5.
ED 214 875

Gildin, Bonny
Errors in Expectations: A Reanalysis of the Problem of Sentence Completeness.
ED 214 183

Gilford, Dorothy M., Ed.
Rural America in Passage: Statistics for Policy.
ED 214 742

Gill, Walter Arthur
Self-Concept Orientations and Modeling Observations of Delinquent Males through Talk/Film Sessions.
ED 214 523

Gilman, Susan
Preventative Mental Health Programs and School Systems: A Review of the Literature.
ED 214 073

Gima, Shinye
The Effects of Word Potency, Frequency, and Graphic Characteristics on Word Recognition in the Parafoveal Field.
ED 214 138

Ginsburg, Herbert P.
The Effects of Instruction on Children's Understanding of the Equals'' Sign.
ED 214 765

Ginzburg, Harold M.
A Survey of the Last Decade of Drug Abuse Treatment Research. Appendix: Health Research Forum.
ED 214 639

Girrbach, Charmaine J.
Competency Testing: A Review of the Literature. Evaluation Report.
ED 214 974

Gitlin, Andrew
Horizontal Evaluation: An Investigation Into an Approach to Student Teacher Supervision.
ED 214 904

Glassner, Benjamin M.
Hemispheric Relationships in Composing: An EEG Study.
ED 214 172

Godin, Louise
A Practical Application of a Study of Errors of College Francophone Students Learning English.
ED 214 374

Goldenberg, Sheila
Adolescent Loneliness.

ED 214 081

Golding-Mather, Jacqueline M.
Phenomenological Patterns of Depressive Moods.
ED 214 052

Goldstein, Marjorie T.
Using Administrative Tactics to Introduce Curriculum Innovation.
ED 214 310

Career Education Materials for Employment and Training Programs. Catalog.
ED 213 997

Golin, Sanford
Sex Role Self-Concept and Depression: A Path-Analytic Approach.
ED 214 034

Gooding, C. Thomas
Modifying Teacher Questioning Behavior in Classroom Interaction.
ED 214 769

Goodlad, John I.
A Study of Schooling: Series of Introductory Descriptions. Reprinted from the Phi Delta Kappan. A Study of Schooling in the United States. Technical Report Series, No. 1.
ED 214 871//

Goodman, Yetta M., Comp.
Oral and Written Language Development Research: Impact on the Schools. Proceedings from the 1979 and 1980 IMPACT Conferences.
ED 214 184

Gordon, Jeffrey S.
A Comparison of Middle School and High School Students' Attitudes toward School and Teachers.
ED 214 275//

A Comparison of the Attitudes of Elementary, Middle and High School Teachers.
ED 214 287//

A Delphi Study to Determine Needed Middle School Research.
ED 214 281//

Gore, Jane S.
The Message Transferred. A Record of Data Feedback Procedures to Interested Agency Clienteles and County Citizens as Part of the Human Service Agencies' Collaboration in the Delivery of Services and Amenities to Rural Citizens in Clinton County, New York.
ED 214 728

Gore, Patrick D.
Teaching Energy Awareness. Environmental Education Series.
ED 214 841

Gorrell, Donna
What's Wrong with Architecture?
ED 214 195

Goswami, Dixie
Writing in Non-Academic Settings.

ED 214 163

Goudy, Frank Wm.
Publication Activity of Academic Library Directors.
ED 214 505

Goyol, Anthony
The Status of Reading Instruction in the College of Education at Southern University, Baton Rouge, Louisiana.
ED 214 109

Grabowski, Stanley M.
Marketing in Higher Education. AAHE-ERIC/Higher Education Research Report No. 5, 1981.
ED 214 445

Gracie, William J., Jr.
Serving Our Teaching Assistants and Our Profession: Teaching Graduate Students to Teach Composition.
ED 214 170

Graden, Janet
Academic Engaged Time and Its Relationship to Learning: A Review of the Literature.
ED 214 930

Graham, Charles D., Ed.
Pennsylvania Industrial Arts Safety Guide. Second Edition.
ED 213 953

Grajko, Philip F.
Effects of New York State Handicapped Regulations on Small, Rural and Large School Districts. Survey Report.
ED 214 693

Grant, Linda
Sex Roles and Statuses in Peer Interactions in Elementary Schools.
ED 214 677

Gray, G. Susan
Effects of New York State Handicapped Regulations on Small, Rural and Large School Districts. Survey Report.
ED 214 693

Gray, Lynn H., Jr.
Stories as a Strategy for Improving Urban Schools: Toward the Creation of a Functional We''.
ED 215 061

Green, Marilyn V.
Intergenerational Programming in Libraries: A Manual Based on the Experiences of the South Bay Cooperative Library System.
ED 214 528

Greenberg, Carl I.
Effect of Work Group Size and Task Size on Observers' Job Characteristics Ratings.
ED 214 083

Gress, James R.
Implementation and Assessment of a School Staff Development Model for

Changing School Climate and Teacher Stress. Revised.
ED 214 868

Groff, Warren H.
Statewide Coordination in Technology Transfer.
ED 214 555

Gude, Gilbert
International Federation of Library Associations Annual Conference Papers. General Research Libraries Division: Parliamentary Libraries and National Libraries Sections (47th, Leipzig, East Germany, August 17-22, 1981).
ED 214 510

Gunn, Karen S.
Drug Abuse Assessment, Program Planning and Resource Development in the Black Community.
ED 214 049

Gunter, Cheryl
Mothers' Requests for Clarification and Children's Responses in Past Event Reporting.
ED 214 659

Guskey, Thomas R.
The Center for the Improvement of Teaching and Learning: Exploring New Directions in Community College Research.
ED 214 573

Estimating the Effects of College, Department, Teacher and Course on Course Completion Rates.
ED 214 579

Guttinger, Hellen I., Ed.
A Classroom Teacher's Guide to Reading Improvement in Middle School Language Arts. Revised Edition. Resource Monograph No. 18.
ED 214 125

A Classroom Teacher's Guide to Reading Improvement in Middle School Social Studies. Revised Edition. Resource Monograph No. 17.
ED 214 122

Hackett, E. Raymond
Developing Public Education Policy through Policy-Impact Analysis.
ED 214 294

Haddow, Susan
Annual Salary Study and Survey of Selected Personnel Issues, 1981. A Report on Administrative and Professional Staff and Salaries in Voluntary CWLA Member Agencies.
ED 214 624//

Hahn, Karen
Effects of Increasing Time Allocated to Student Teaching.
ED 214 936

Haidemenos, Julie
Organizational Strategies to Increase Content Area Learning: Webbing, Pyramiding, and Think Sheets.
ED 214 139

Halaby, Raouf J.
The Immigrant Experience as Portrayed in American Literature: A Three Dimensional Teaching Model.
ED 214 817

Halasa, Ofelia
1981 Kuwait Summer Students Training Program, Secondary Component. An Evaluation Report.
ED 214 782

Halgin, Richard P.
Using an Experiential Group To Teach a Group Therapy Course.
ED 214 059

Hallenbeck, Gael A.
Chore Services. Course Outline.
ED 213 935

Hallet, Brien
Second Language Teaching and Radio: An Annotated Bibliography.
ED 214 400

Halling, Steen
The Development of a Phenomenologically Based Therapeutic Graduate Program: A Contribution to Pluralism in Psychology.
ED 214 077

Hamblen, Ron
Floor Covering. Pre-Apprenticeship Phase 2 Training. Instructor's Guide.
ED 213 891

Floor Covering Pre-Apprenticeship Phase 2 Training. Student Training Modules.
ED 213 892

Plastering. Pre-Apprenticeship Phase 2 Training. Instructor's Guide.
ED 213 895

Plastering. Pre-Apprenticeship Phase 2 Training. Student Training Modules.
ED 213 896

Hamers, Josiane F.
Etude des comportements langagiers dans deux entreprises en debut de processus de francisation (A Study of Language Usage and Attitudes in Two Businesses at the Beginning of the Process of Change from English to French).
ED 214 403

Hammons, James, Ed.
Organization Development: Change Strategies. New Directions for Community Colleges, Number 37.
ED 214 594

Hample, Dale
On the Senses of Argument.''
ED 214 220

Haney, Walt
Basic Skills Assessment in South Carolina: How Progressive an Approach to Minimum Competency Testing? National Consortium on Testing Staff Circular No. 8.
ED 214 973

Hange, Jane
Teachers in Their Fifth Year: An Analysis of Teaching Concerns from the Perspectives of Adult and Career Development.
ED 214 906

Hanke, Peter
Reflections on a Visit to the Union of the Blind of Croatia, Zagreb, Yugoslavia.
ED 214 334

Hannaway, Jane
A View of Work Flow in an Administrative System: The Case of Routine and Non-Routine Work.
ED 214 311

Harcourt, Jules
Model for Identifying, Profiling, Recruiting, and Serving the Disadvantaged in Kentucky.
ED 213 936

Harris, N. D. C.
Undergraduate Project Work.
ED 214 439

Undergraduate Project Work. Part I: The Report and Part II: Questionnaire Responses.
ED 214 440

Hartman-Haas, Hope J.
Holistic Education: Beyond the Traditional Basic Skills.
ED 214 491

Haslett, Jacqueline G.
The Art of Movement and Letter Learning.
ED 214 912

Hasterok, Gerald
The Acquisition of Consultation Skills by Means of Two Simulation Techniques for Regular Class Teachers Engaged in Joint Planning of Educational Programs for Learning Disabled Children. Final Performance Report.
ED 214 341

Haugen, Nancy S.
An Investigation of the Impact of the Wisconsin Writing Project on Student Composition.
ED 214 203

House, Richard G.
Scriptwriting and Television Production.
ED 214 521

Havlicek, Larry L.
Development of a Junior College CMI Computer-Managed Instruction Reading Instruction Program.
ED 214 613

Hayes, Elizabeth R., Ed.
A Guide to Dance Production. On With the Show.''
ED 214 922

Heberlein, Larry Allen
One-Credit Humanities Workshops for Vocational Students.
ED 214 621

Hecht, Lawrence W.
Validation of the New Jersey College Basic Skills Placement Test.
ED 214 945

Heckman, Paul E.
Exploring the Concept of School Renewal: Contextual Differences between More and Less Renewing Schools.
ED 214 302

Helburn, Suzanne W.
Preparing to Teach Economics: Approaches and Resources. Revised and Expanded Edition.
ED 214 837

Helge, Doris
Individualizing Staff Development in Rural School Districts to Enhance Services for All Children, Including the Handicapped.
ED 214 696

Hellweg, Susan A.
Comparative Evaluation of Political Candidates: Implications for the Voter Decision Making Process.
ED 214 223

Henderson, Linda Levy
Understanding Children's Art: Stages of Development, Activities and Materials for Young Children. Resource Monograph No. 22.
ED 214 654

Hendricks, Glenn L.
University of Minnesota Undergraduate Student Financing, 1980-81: A Study of Expenses and Sources.
ED 214 474

Hennessy, Michael
Readers in the Composition Course: Why They Fail, How We Can Make Them Work.
ED 214 187

Henry, Marvin A.
The Effect of Increased Exploratory Field Experiences Upon the Perceptions and Performance of Student Teachers.
ED 214 935

Herman, Joseph
Access to Higher Education in Europe.
ED 214 411

Herndon, Enid
Who's Keeping Score? A User's Guide to Video Cassettes & Transcript of the Minimal Competency Testing Clarification Hearings .
ED 214 999

Herr, Kay U.
Guided Imagery in the Classroom: An Enhancement to Learning.
ED 214 365

Herriott, Martha
Foundations in Gerontological Education: Issues and Dilemmas for Students.

ED 214 084

Herrmann, T. F.
PSI What Are the Critical Elements?
ED 214 502

Hess, Adrien L.
Mathematics Projects Handbook. Second Edition.
ED 214 773//

Hess, Paula K.
Education Lobbies in the Pennsylvania State Legislature.
ED 214 251

Higgins, John J.
How Real Is a Computer Simulation?
ED 214 377

Hill, T. Susan
You Can't Afford for Teachers to Be Out, So Take These Steps Now to Stop Absenteeism.
ED 214 233

American Jewish Year Book, 1982: A Record of Events and Trends in American and World Jewish Life. Volume 82.
ED 215 053//

Hinds, Lillian R.
Minimal Competency Testing: Local School Development and Implementation in Targeted Areas of the United States.
ED 214 986

Hines, Constance V.
A Study of the Construct Validity of Six Vocational Achievement Tests in the Ohio Vocational Education Achievement Test Program.
ED 213 930

Hocking, Joan
Choosing a Microcomputer for Use as a Teaching Aid.
ED 214 608

Hoeck, Jeanne
An Assessment of the Involvement of the LACCD Los Angeles Community College District in Contract Education for Foreign Students: Completed as Part of the Feasibility Study Directed toward the Improvement of Occupational/Technical Education in the San Fernando Valley.
ED 214 603

A Review of Youth Services as a Component of the LACCD: Completed as a Part of the Feasibility Study Directed toward the Improvement of Occupational/Technical Education in the San Fernando Valley.
ED 214 604

Hoffman, Stephanie B.
Is Aging Stressful?
ED 214 085

Holland, V. Melissa
Psycholinguistic Alternatives to Readability Formulas. Document Design Project, Technical Report No. 12.
ED 214 370

Holley, Freda
A Cause for National Pause: Title I Schoolwide Projects.
ED 214 996

Holmes, Betty C.
The Effect of the States of Prior Knowledge on Question Answering.
ED 214 121

Holmes, Everlena M.

Operating Ratios and Institutional Characteristics Affecting the Responsiveness of Black Colleges and Universities to Professional Allied Health Programs.
ED 214 466

Holt, Bess-Gene
The Enabler Model of Early Childhood Training and Program Development.
ED 214 663

Holzkamper, Charlot
Marketing and Distributive Education. Community/Work-Based Programs. An Instructor's Guide to Program Strategies. Cooperative Vocational Education; Vocational Work Experience Education; Community Classroom.
ED 213 946

Honan, James P.
Corporate Education: Threat or Opportunity? AAHE-ERIC/Higher Education Research Currents.
ED 214 453

Honzik, Marjorie P.
Personality and Accuracy of Retrospective Reports of Aging Women.
ED 214 065

Hooper, Douglas A.
Catastrophe Models: Some Illustrations and Potential for Social Impact Assessment.
ED 214 691

Hoover, John J.
Curriculum Guide: Reading Readiness.
ED 214 629

Horelick, Brindell
UMAP Modules-Units 240-242, 251.
ED 214 788

UMAP Modules-Units 71, 72, 73, 74, 75, 81-83, 234.
ED 214 784

Hortin, John A.
Experimental Phenomenology and Visual Literacy.
ED 214 518

Identifying the Theoretical Foundations of Visual Literacy.
ED 214 519

A Prospective Curriculum Using Visual Literacy.
ED 214 520

Scriptwriting and Television Production.
ED 214 521

Visual Literacy and Visual Thinking.
ED 214 522

Housel, Thomas J.
Conversational Processing: The Effects of Themes and Attention-Focusing Strategy on Comprehension, Recall Accuracy, and Uncertainty Reduction.
ED 214 216

Houston, C. A.
Community College Goals Inventory (CCGI).
ED 214 612

Howarth, Lee
Project T.E.A.C.H.: An Evaluative Study.
ED 214 920

Howell, Robert E.

Development of Rural Leadership: Problems, Procedures, and Insights. Summary of an Impact Assessment of Public Affairs Leadership Programs Conducted in California, Michigan, Montana, and Pennsylvania and Executive Summary.
ED 214 748

Hsu Ting, Lee-hsia
Chinese Libraries and Library Education, 1949-1980: Truth and Myth in the People's Republic of China.
ED 214 516

Hubbard, Russ
Knowing and Caring Toward an Effective Social Studies Reading Program.
ED 214 146

Hudson, David D.
A Theoretical Model for Developing Speech Communication Competencies in the Basic Speech Course.
ED 214 214

Hulin, Charles L.
Meanings of Work in Different Environments and Cultures.
ED 214 099

Hull, Daniel M.
Development of Safety and Health Instructional Materials. Final Report.
ED 213 827

Humphrey, Jackie Hance
An Analysis of Five Major Public Laws and Their Impact on the Handicapped.
ED 214 318

Hungerman, Ann D.

Longitudinal Assessment of Instructional Competency: Three Stages of Preservice Professional Development.
ED 214 901

Hurd, Paul DeHart
The Status of Middle School and Junior High School Science, Volume II: Technical Report.
ED 214 779

Hurst, Ellen Horiuchi
Community Education, Arizona Style. A First Year Overview for the New Coordinator.
ED 213 981

Hutcheson, Peggy G.
A Personnel Exchange Model for Vocational Education, Business, and Industry. Skills/Experience Exchange Program. Project Report.
ED 213 984

Hutchison, John P.
A Reference Grammar of the Kanuri Language.
ED 214 369

Hymes, James L., Jr.
Early Childhood Education: The Year in Review. A Look at 1981.
ED 214 668//

Iams, Jay D.
Being Well Born: Preventive Health Practices in Pregnancy and Delivery. Matrix No. 6.

ED 214 631

Inglis, Joan D.
Implementation and Assessment of a School Staff Development Model for Changing School Climate and Teacher Stress. Revised.
ED 214 868

Iozzi, Louis A.
Research in Environmental Education 1971-1980.
ED 214 762

Irmer, Larry D.
Physical Education Opportunity Program for Exceptional Learners (PEOPEL): An Administrative Guide for Secondary Schools. Third Edition.
ED 214 317

Physical Education Opportunity Program for Exceptional Learners (PEOPEL): A Teacher's Guide for Secondary Schools. Second Edition.
ED 214 316

Ives, William
Expressivity in Children's Drawings: A Longitudinal Analysis.
ED 214 676

Jackman, Mary Jane G.
Shoulders to the Wheel: Energy-Related College/Business Cooperative Agreements.
ED 214 584

Jackson, Douglas N.

Hierarchical Classification of Vocational Interest Associated with Academic Major Areas.
ED 214 966

Jackson, Lillian
Marriage and the Black Family: What Research Says.
ED 215 030

Jackson, Nancy Ewald
Skill Patterns of Precocious Readers.
ED 214 133

James, William H.
An Analysis of Gifted Preschool Children: Positive and Negative Social Behaviors.
ED 214 347

Jeanneret, Rene
Evolution de la notion d'acceptabilite a travers les niveaux de langue chez des enfants de 6 a 11 ans (Evolution of the Notion of Acceptability across Language Levels among Children Aged Six to Eleven).
ED 214 367

Jeanotte, Leigh D.
A Study of the Contributing Factors Relating to Why American Indian Students Drop Out of Or Graduate from Educational Programs at the University of North Dakota.

ED 214 737

Jenks, Lynn
Integrating the Community and the Classroom: Implementing at the Postsecondary Level.
ED 214 436

Jennings, Bernard, Ed.
Community Colleges in England and Wales.
ED 214 564//

Jennings, Jerry T.
Characteristics of American Children and Youth: 1980. Current Population Reports, Special Studies Series P-23, No. 114.
ED 214 852

Jensen-Osinski, Barbara H.
The Graying of the College Classroom: Impact of Older People as Peers in the Classroom on Attitudes and on Performance of Undergraduates.
ED 213 885

The Life Cycle: A Suggested Annotated Bibliography of Twentieth-Century American Literature.
ED 213 886

Jensen, Carl
Strengthening the Community/Education Partnership: The San Juan RFD Model of Public Involvement. Public Involvement Using the Rural Futures Development Strategy.
ED 214 749

Johnsen, E. P.

A Report on the Relationships among the How I See Myself Questionnaire, Behavior Rating Scales and Achievement.
ED 215 058

Johnson, Charles F., Jr.
Lau vs. Nichols Implementation Study within the Alhambra City School District.
ED 214 295

Johnson, Dale D.
An Investigation of the Trends in Vocabulary Research and the Effects of Prior Knowledge on Instructional Strategies for Vocabulary Acquisition.
ED 214 118

Johnson, David R.
Mathematics Contests: A Handbook for Mathematics Educators.
ED 214 793//

Johnson, Jacquelyn S.
Teaching about Conflict: Northern Ireland. Cultural Studies Series, Volume 5.
ED 214 843

Johnson, Paul W.
The Correlates of Psychological Well-Being of Urban Elderly Residents of Public Housing.
ED 214 100

Johnston, Kathleen B.
A Study of the Attitudes toward Public Education of Inner-City Parents with Children Attending Public Schools.

ED 215 038

Johnstone, Ronald L.
The Scope of Faculty Collective Bargaining: An Analysis of Faculty Union Agreements at Four-Year Institutions of Higher Education. Contributions to the Study of Education, Number 2.
ED 214 444//

Jonassen, David H.
Comparison of Effects of Different Forms of Presentation on the Recall and Retrieval of Information.
ED 214 148

Jones, Dan R.
Pupil Control Ideology as a Source of Stress: The Student Teacher's Dilemma.
ED 214 917

Jones, Effie H.
Strategies and Other Predictors for the Upward Career Mobility of Women in School Administration.
ED 214 296

Jones, Mary Ann
Annual Salary Study and Survey of Selected Personnel Issues, 1981. A Report on Administrative and Professional Staff and Salaries in Voluntary CWLA Member Agencies.

ED 214 624//

Preventing Burnout through Counselor Training.
ED 214 075

Jones, Tricia S.
Cross-Cultural Differences in Self-Reported Touch Avoidance.
ED 214 206

Jones, William G.
Salary Compensation Systems for Librarians: A Study of Ten Members of the Association of Research Libraries. Occasional Paper Number 5.
ED 214 542

Juhel, Denis
Bilinguisme et traduction au Canada. Role sociolinguistique du traducteur. (Bilingualism and Translation in Canada. The Sociolinguistic Role of the Translator).
ED 214 385

Julien, Paul Daniel
Behavioral Characteristics of Gifted Navajo Students as Correlated with Intellectual Ability and Creativity.
ED 214 713

Jung, Richard K.
Title I, Today: A Factbook. A Descriptive Summary of Title I (Financial Assistance to Meet Special Educational Needs of Children) of the Elementary and Secondary Education Act.
ED 215 042

Kahn, Michael

Classroom Questioning Techniques: The T.V. Taxonomy of Questions.
ED 214 143

Kalinowski, Mary Jane
Implementing Child Checks: A Child Find Procedures Manual.
ED 214 651

Kalk, John M.
The Relationship between Reading Related Background Variables and Comprehension Achievement: A Secondary Analysis of the 1979-80 Reading/Literature Assessment Data.
ED 214 132

Kanouse, David E.
Effects of Postsecondary Experiences on Aspirations, Attitudes, and Self-Conceptions.
ED 214 430

Kapel, David E.
Assessing a Controversial In-Service Program: An Action Research Approach.
ED 214 971

Kaplan, Barbara H.
Are Neighbors a Viable Support System for the Frail Elderly?
ED 214 070

Karsten, Mark
Path Analytic Frameworks for Behavioral Health Needs Assessment.
ED 214 069

Katz, Ina
Construction and Practicability of Cloze Procedures in Diagnosis and Establishing Support Programs in College Reading.
ED 214 105

Katz, Michael
Chronic Diseases in the Pediatric Age Group. Matrix No. 7.
ED 214 632

Keenan, Verne
Memory for Words Processed by Preschool Children.
ED 214 679
Verbal Rehearsal Strategies and Metamemory in Learning Disabled Children.
ED 214 354

Keenan, Vincent
Family Perceptions of Responsibility for Mentally Retarded Children.
ED 214 336

Keeton, Kato B.
Citizen Satisfaction with Public Service Delivery: A Comparative Study of Citywide vs. Subarea Analysis.
ED 215 059

Keller, Mary K.
UMAP Modules-Units 105, 107-109, 111-112, 158-162.
ED 214 786

Kelley-Saur, Cheryl
Preschool Curriculum for Exceptional Children.
ED 214 344

Kelly, Brian J.
Career Development of Male and Female Elementary Principals in a Southwest School District.
ED 214 255

Kelly, J. Terence
Teaching Writing with the Computer as Helper. AACJC Pocket Reader 2.

ED 214 583

Kelly, Noeline L.
Career Development of Male and Female Elementary Principals in a Southwest School District.
ED 214 255

Kenner, Martin
Teaching Decimal Math with Calculators.
ED 214 290//

Kershman, Susan M.
Deaf-Blind Babies in Social Interaction: Questions of Maternal Adaptation.
ED 214 349

Kessler, Caren
Blue Ridge Technical College Adult Reading Project.
ED 214 145

Keyser, John S.
A Report on the Oregon Consortium for Student Success.
ED 214 585

Kilgore, Alvah M.
Implementing Educational Equity Practices in a Field-Based Teacher Education Program: Some Promising Practices.
ED 214 919

Kim, Kyung Sook Chun
A Study on Variables Related to Behavior Patterns of Cultural Adjustment and Mental Health Delivery System Utilization for Korean-American.
ED 215 016

Kimura, Larry Kauanoe, Comp.
Lau Kukui: Level II Hawaiin Language Reader and Teacher's Guide.
ED 214 402

King, David F.
When Prohibition Works: Alternatives to Violence in the Odyssey House Youth Program and in the Family.
ED 214 054

King, Jean A.
Improving Evaluation Use in Local School Settings. Optimizing Evaluation Use: Final Report.
ED 214 998

King, John D.
An Analysis of Five Major Public Laws and Their Impact on the Handicapped.
ED 214 318

King, Stephen W.
Comparative Evaluation of Political Candidates: Implications for the Voter Decision Making Process.
ED 214 223

Kittrell, David L., Ed.
Student Motivation in Vocational Education.
ED 213 943

Klein, Carol, Ed.
Status Report on Programs and Projects (As of January 1, 1982).
ED 215 055

Klein, M. Frances
State and District Curriculum Guides: One Aspect of the Formal Curriculum. A Study of Schooling in the United States. Technical Report Series, No. 9.
ED 214 879

Teacher Perceived Sources of Influence on What is Taught in Subject Areas. A Study of Schooling in the United States. Technical Report Series, No. 15.
ED 214 885

Klein, Stephen P.
Evaluation Workshop II: Needs Assessment, Preliminary Version.

Participant's Notebook and Leader's Manual.
ED 214 956

Evaluation Workshop IV: Implementation Evaluation.
ED 214 958

Kline, Peggy S.
Internships and Job Exchanges: Internships in ARL Libraries. SPEC Kit No. 79.
ED 214 535

Kmetz, John T.
The Managerial Behavior of Elementary School Principals.
ED 214 244

Knapp, Joan E.
The Inventory of Documented Accomplishments for Graduate Admissions: Results of a Field Trial Study of Its Reliability, Short-Term Correlates, and Evaluation.
ED 214 940

Knatz, Hilary Fleming, Ed.
Employment & Retirement: A Management-Labor Dialogue. Proceedings of an Industry Conference on Employment and Retirement; A Pre-White House Conference on Aging Activity (Annapolis, Maryland, May 18-20, 1980).
ED 213 929

Knoop, Robert
The Alienated Teacher: A Profile.
ED 214 905

Knop, Constance K.
Limited English Proficiency Students in Wisconsin: Cultural Background and Educational Needs. Part II: Indochinese Students (Hmong and Vietnamese).
ED 214 373

Kohl, Peggy L.
Fall 1980 Salary Survey for the Illinois Public Community Colleges.
ED 214 548

Kohler, Lewis T., Ed.
Negotiations and the Manager in Public Education. A Sourcebook for School Business Officials, School Board Members and Other School Administrators.
ED 214 230

Kohr, Richard L.
Examining Self-Esteem Needs in School Programs Through Item Analysis.
ED 214 993

Kolczynski, Richard G.
A Comparative Analysis of Miscues in Content Area Reading.
ED 214 107

Kolodziejska, Jadwiga
International Federation of Library Associations Annual Conference Papers. Education and Research Division: Library Theory and Research Section (47th, Leipzig, East Germany, August 17-22, 1981).
ED 214 514

Koont, Sinan
UMAP Modules-Units 240-242, 251.
ED 214 788

Koranski, Bruce, Ed.
Teaching about the Consumer and the Global Marketplace. Grades 4-12, Global Awareness Series.
ED 214 840

Kracht, Shannon
Painting. Pre-Apprenticeship Phase 2 Training. Instructor's Guide.
ED 213 887
Painting. Pre-Apprenticeship Phase 2 Training. Student Training Modules.
ED 213 888

Kramer, Howard C.
Personal Dimensions of Increasing State Influence.
ED 214 485

Kraus, Krandall, Ed.
Summary Proceedings of a Symposium on Educating Librarians and Information Scientists To Provide Information and Library Services to Blind and Physically Handicapped Individuals (San Francisco, California, July 2-4, 1981).
ED 214 504

Kuh, George D.
The Meaning and Measurement of Quality in the Undergraduate Experience.
ED 214 469

Kuhlman, Sandra Muse
The Emerging Middle School Language Arts Program.
ED 214 278//

Kunz, Georg
The Development of a Phenomenologically Based Therapeutic Graduate Program: A Contribution to Pluralism in Psychology.
ED 214 077

LaCoe, Dean
Career Demands and Student Ability at an Undergraduate Professional School: An Examination and Recommendations Based on the Perry Scheme of Development. Revised.
ED 214 429

Ladwig, Dennis
Comparison of Governance Effectiveness of Appointed and Elected Boards of Education/Trustees.
ED 214 559

Lambert, Wallace E.
The Social Psychology of Language: A Perspective for the 1980s. Focus, Number 5.
ED 214 381

Lamy, Steven L.
Teaching Global Awareness Using the Media. Grades 6-12, Global Awareness Series.
ED 214 839
Teaching Global Awareness with Simulations and Games. Grades 6-12. Global Awareness Series.
ED 214 838

Langer, Judith A.
Computer Technology and Reading Instruction: Perspectives and Directions.

ED 214 131

Langer, Philip
Age of Admission and Trends in Achievement: A Comparison of Blacks and Whites.
ED 215 034

Langlois, Joseph E.
Information Services Assessment Report: Indochinese Refugee Resettlement Program.
ED 215 003

Lankard, Bettina
Career Alert Planning. Instructor Guide.
ED 214 000

Job Search Skills Instructor Guide.
ED 214 023

Orientation to the World of Work. Instructor Guide.
ED 213 998

Work Maturity Skills Instructor Guide.
ED 214 014

Lapkin, Sharon
Bilingual Education in Ontario: A Decade of Research.
ED 214 363

Lara, Juan Francisco
The UCLA Community College Student Survey Project.
ED 214 547

LaRose, Robert
Techniques for Testing the Effectiveness of Minority Portrayals in Multi-Cultural Children's Programming.
ED 214 207

Larson, Charles U.
Boycott as a Persuasive Tactic in Attempting to Ratify E. R. A.
ED 214 224

Lasher, Ann M.
Combatting Math Anxiety While Building Basic Skills: There is Time for Both.
ED 214 619

Lavine, Roberta Z.
Computer-Assisted Instruction in the ESL Curriculum.
ED 214 391

Lawler, Edward J.
Bargaining: Power, Tactics and Outcomes.
ED 214 420//

Lawson, V. K.
Thinking Is a Basic Skill: Creating Humanities Materials for the Adult New Reader.
ED 213 822

Lazarowitz, Reuven
Reasons Why Elementary and Secondary Students Do and Do Not Like Science.
ED 214 797

Lazarus, Peggy
Communicative Competence of Kindergarten Children: A Sociolinguistic Perspective.

ED 214 387

LeBarron, Suzanne, Ed.
Directory of Humanities Resource People in New York State.
ED 214 825

Lecomte, Conrad
A Comparative Study of Sampling Procedures in Counseling Process Research.
ED 214 039

Lederer, James Brian
Resource Allocation and Evaluation Model for Providing Services to the Multiply Handicapped in the Bergen County Special Services School District.
ED 214 335

Lee, Jasper S.
Community Development FFA Style.
ED 214 726

Lee, Jasper S., Ed.
Teaching Culturally Diverse Students in Vocational Education.
ED 213 942

Lee, Rosemary
Beyond Coping. Some Approaches to Social Education. Project Report.
ED 213 952

Lemish, Donald L.
The Foundation Handbook: A Private Foundation Approach to Fund Raising at State Colleges and Universities.
ED 214 484

Leppmann, P. K.
PSI What Are the Critical Elements?
ED 214 502

Lessany-Abdi, Deborah K.
An Analysis of Gifted Preschool Children: Positive and Negative Social Behaviors.
ED 214 347

Levin, Joel R.
The Keyword Method and Children's Vocabulary Learning: An Interaction with Vocabulary Knowledge.
ED 214 126

Levine, S. Joseph
Teaching Adults!! Training Materials for Adult Education Staff Development.
ED 213 824

Levy, Margo
Conflict Activity Cards.
ED 214 844

Lewallen, Sterling B.
Attitudes and Perceptions of Blacks toward Vocational Education.
ED 215 057

Lewis, Angelo John
Making the Public Schools Work: Urban Education in the '80s. FOCUS 9.
ED 215 033

Lichtman, Marilyn
Career and Education Patterns of Rural Women.
ED 214 725

Lieber, Paula E.

Superordinate Terms in Expository Writing.
ED 214 389

Liggett, Sarah
Advantages of Randomized Experiments for Research in Composition.
ED 214 198

Lightbourne, Robert, Jr.
The World Fertility Survey: Charting Global Childbearing.
ED 214 672

Lindahl, Marie
Equal Educational Opportunity in Special Education: Legal Mandates and Strategies for Planning, Chapter 766.
ED 214 327

Line, Maurice B.
International Federation of Library Associations Annual Conference Papers. Collections and Services Division: Interlending, Rare and Precious Books, and Exchange and Acquisition Sections (47th, Leipzig, East Germany, August 17-22, 1981).
ED 214 509

Lines, Catherine
Verbal Rehearsal Strategies and Metamemory in Learning Disabled Children.
ED 214 354

Lippman, Harold B., Ed.
The Federalist Papers Reexamined.
ED 214 856

Logan, John W.
An Examination of Ethnic Content in Nine Current Basal Reading Series.
ED 214 101

Long, Maxine M., Ed.
The Study and Teaching of Literature.

ED 214 185

Lord, Frederic M.
Standard Error of an Equating by Item Response Theory.
ED 214 947

The Standard Error of Equipercentile Equating.
ED 214 948

Lorence, James J.
The Critical Analysis of Documentary Evidence: Basic Skills in the History Classroom.
ED 214 813

Lorimer, Dale, Comp.
Project REACH, A Rural Education Approach in a Consortium for Handicapped: A Comprehensive Service Model. 1980-1981, Final Evaluation Report.
ED 214 718

Losak, John
High School Preparation as Viewed by Academically Underprepared College Students.
ED 214 580

Lourenco, Susan V.
Career Awareness for Health Professions: Design of Early Outreach Programs.

ED 213 988

Loveday, Anthony J.
International Federation of Library Associations Annual Conference Papers. General Research Libraries Division: University Libraries Section (47th, Leipzig, East Germany, August 17-22, 1981).
ED 214 511

Lovell, Ned B.
A Collective Bargaining Contract Analyzer for Community Colleges.
ED 214 575

Lubomudrov, Carol
Relationships between Level of Moral Cognitive Development, Teachers' Understanding of Educational Issues and Teaching Practices.
ED 214 925

Lucas, Charles
Kuder Interest Card Sort: Research Report.
ED 214 963

Luther, Joseph
Transactions Among Partners.
ED 214 730

Transactive Planning as a Principia Media in Rural Planning Education.
ED 214 729

Luther, Vicki Braglio
Transactive Planning as a Principia Media in Rural Planning Education.
ED 214 729

Luttrell, H. Dale
Paid Early Field Experience for College Education Majors.
ED 214 934

Lutz, Frank W.
Education Lobbies in the Pennsylvania State Legislature.
ED 214 251

MacDermot, Harold
A Suggested Model for Developing a K-12 Oral Communications Program.
ED 214 192

An Assessment of the Involvement of the LACCD Los Angeles Community College District in Contract Education for Foreign Students: Completed as Part of the Feasibility Study Directed toward the Improvement of Occupational/Technical Education in the San Fernando Valley.
ED 214 603

Macedo, Donaldo P.
Stereotyped Attitudes toward Various Portuguese Accents. Focus, Number 4.
ED 214 388

Madle, Ronald A.
Developing Training Structures for Child Care Personnel: Comments on Almy's Paper.

ED 214 657

Mahoney, James R.
Shoulders to the Wheel: Energy-Related College/Business Cooperative Agreements.
ED 214 584

Malinka, Robert M., Ed.
Middle School Research. Selected Studies 1977-1979. Volume II.
ED 214 273
Middle School Research. Selected Studies 1977-1979. Volume III.
ED 214 283

Malmstad, Betty J.
The Social Construction of Reading Lessons: Insights into Social Reproduction.
ED 214 149

Mamlouk, Maria
Knowledge and Use of Contraception in Twenty Developing Countries. Reports on the World Fertility Survey 3.
ED 214 673

Mann, Edward C.
Utilizing Experiential Learning in Assessing Occupational Competencies of T&I Instructors.
ED 213 820

Mannebach, Alfred J.
Teaching Culturally Diverse Students in Vocational Education.
ED 213 942

Manning, David L.
A Guide to Curriculum Development in Social Studies.
ED 214 849

Morgenau, James R.
Mathematics Contests: A Handbook for Mathematics Educators.
ED 214 793//

Morgolin, Edythe
Sociological Approaches to Issues on Teacher Burnout.
ED 214 910

Morkert, Ronald J.
The Prediction of National Board Performance, Medical Specialty, and Location of Residency for a Charter Class.
ED 214 464

Morkham, R.E.
Evaluating Student and Program Performance: A Faculty Perspective.
ED 214 992

Morshall, Jon C.
Looking at Needs Assessment for Staff Development. A Research Study.
ED 214 903

Mortin, David S.
Mainstreaming the Hearing-Impaired Teacher.
ED 214 918

Mortin, Kristine L.
African and Pacific Literature: A Comparative Study.
ED 215 036

Mosat, Francis E.
Computer Literacy in Higher Education. AAHE-ERIC/Higher Education Research Report No. 6, 1981.

ED 214 446

Massey, Romeo M.
The Rural Education and Agriculture Program (REAP): Belize's New Approach to Rural Primary Education.
ED 214 744

Massey, Tom E.
The P.K. Yonge Basic Mathematics Computation Skills System: A Program of Individualized Instruction with an Emphasis on Discrete Elements of Computation Skills. Research Monograph No. 33.
ED 214 799

Mathers, Sharon
The Mamook Book: Activities for Learning About the Northwest Coast Indians.
ED 214 720

Mathews, Bonnie, Ed.
Indian Tribes: A Continuing Quest for Survival. A Report of the United States Commission on Civil Rights.
ED 214 711

Matross, Ronald
Accessible Transit: A Survey of the Riders of Wheelchair-Accessible Buses at the University of Minnesota.
ED 214 476

The Image and Reputation of General College: A Survey of the

University Community.
ED 214 475

Mayo, Lynn
A Conservation Plan for the Transylvania University Library.
ED 214 495

Mazrui, Ali A.
The Moving Cultural Frontier of World Order: From Monotheism to North-South Relations.
ED 214 854

McBeath, Marcia
Identifying Low Income, Minority, Gifted and Talented Youngsters.
ED 214 328

McCall, Peter T.
The P.K. Yonge Basic Mathematics Computation Skills System: A Program of Individualized Instruction with an Emphasis on Discrete Elements of Computation Skills. Research Monograph No. 33.
ED 214 799

McCarthy, Marilyn Bartlett
Teacher Burnout and Perceived Job Security (Dynamics and Implications).
ED 214 867

A Massachusetts Career Education Staff Development Research Guide.
ED 213 950

McCleary, William J., Ed.
The Study and Teaching of Literature.
ED 214 185

McClure, Larry
The Regional Laboratory Connection. Improving Educational Practices Through Systematic Research and Development.
ED 214 908

The Regional Laboratory Connection. Improving Educational Practices Through Systematic Research and Development. Executive Summary.
ED 214 907

McCord, Joan

Adolescent Mental Health: Delinquency. Matrix No. 8.
ED 214 633

McCracken, J. David
Maintaining Effective Classroom Control in Vocational Education.
ED 213 944

McDonald, David
Structural Coupling in Schools.
ED 214 247

McFarland, Mary Lang, Ed.
What Is'' Pro-Family Policy? Proceedings of the Bush Interest Group/Symposium (New Haven, Connecticut, May 18-20, 1981).
ED 214 680

McGeehan, Jane
The Relationship of Selected Antecedent Variables to Outcomes of

Training in Multicultural Education for Pre-service Teachers.
ED 214 923

McGivern, Julie E.
The Keyword Method and Children's Vocabulary Learning: An Interaction with Vocabulary Knowledge.
ED 214 126

McKibben, Mary Lou
Listening, Study Skills, and Reading: Measuring and Meeting College Freshman Needs in the 1980's.
ED 214 111

McMaster, Anne
Profile of Entering Students: A Comparison between New Full-Time Students in Fall, 1979, Fall, 1980, and Fall, 1981.
ED 214 566

McMullen, Linda M.
Relationship between Degree of Choice in Client's Language and Therapy Outcome.
ED 214 060

McNamee, Gillian Dowley
The Social Origins of Comprehension Skills at the Pre-Reading Level.
ED 214 116

Mead, Nancy A.
The Relationship between Reading Related Background Variables and Comprehension Achievement: A Secondary Analysis of the 1979-80 Reading/Literature Assessment Data.
ED 214 132

Mechling, Ken
Survey Results: Preservice Preparation of Teachers of Science at the Elementary, Middle, and Junior High School Levels.
ED 214 804

Meinhold, Robert W.
Determining Educational Needs of AFL-CIO Union Members in Southeast Florida. A Report to the Board of Directors of the Southeast Florida Educational Consortium.

ED 214 455

Meiselman, Karin C.
A Historical Perspective on the Treatment of Incest.
ED 214 041

Mellor, Joanna
A Partnership of Caring: A Blueprint for Social Action.
ED 214 082

Melnikoff, Norma
Once Upon a Springtime: Kindergarten Science Experiences to Enhance Reading Readiness.
ED 214 683

Merenbloom, Elliot Y.
Developing Effective Middle Schools through Faculty Participation.
ED 214 272

Meringoff, Laurene K.
What Pictures Can and Can't Do for Children's Story Understanding.
ED 214 664

Merkel-Keller, Claudia
New Jersey's Nonpublic Program: Issues and Perspectives.
ED 214 261

Merrill, Beverley P.
Assisting with Nutritional Needs. Instructor's Guide, Option A, and Option B.
ED 213 821

Meyer, Calvin F.
A Study of the Perceptions of Performance Skills of Middle School Principals by Selected Teachers and Principals.
ED 214 288//

Meyer, Paul R.
A Study of Sex Differences in the Freshman Composition Course at the University of Texas at Austin.
ED 214 167

Meyers, G. Douglas
The Phenomenology of Composition: The Application of Certain Principles of Reader-Response Criticism to the Teaching of Composition.
ED 214 201

Milby, T. H.
Changing Patterns of Limnology Literature, 1966-1976.
ED 214 770

Miles, M.
Misplanning for Disabilities in Asia.
ED 214 326

Miller, Eleanor
Starting a Telecourse Program.
ED 214 565

Miller, Jack W.
Designing Audio-Tutorial Map Systems for Blind Children: A Report of Collaborative Research and Development.
ED 214 352

Minaya-Rowe, Liliana
A Comparison of Latin American and United States Bilingual Education Programs.
ED 214 397

Mingle, James R.
Redirecting Higher Education in a Time of Budget Reduction. Issues in Higher Education.

ED 214 486

Miskel, Cecil
Expectancy Climate and School Effectiveness.
ED 214 246

Structural Coupling in Schools.
ED 214 247

Mitchell, Maurice
The Design of an Extended Learning System for the Des Moines Area Community College.
ED 214 563

Mkandawire, Donton S.J.
The Utility of Predictive Assessment and the World of Work.
ED 214 938

Moed, Martin G.
The Future of Teaching in the Community College.
ED 214 617

Mojock, Charles R.
Older Persons in Small Business Project: Final Report.
ED 214 596

Moles, Oliver C.
Trends in Divorce and Effects on Children.
ED 214 630

Molina, Angela L.
A Comparison of Middle School and High School Students' Attitudes toward School and Teachers.
ED 214 275//

Molinaralo, Janet
Program for the Gifted/Talented Child and Independent Study Curriculum Guide.
ED 214 353

Moll, Marita
Teacher and Administrator Evaluation. Bibliographies in Education. No. 74.
ED 214 900

Monahan, Brian D.
A Composition Curriculum Based on James Britton's Theories.
ED 214 182

Monahan, William
The Educational Professions: Preparation and Practice.
ED 214 235

Montenegro, Xenia P.
Strategies and Other Predictors for the Upward Career Mobility of Women in School Administration.
ED 214 296

Moore, Charles G.
The Navajo Culture and the Learning of Mathematics. Final Report.
ED 214 708

Moore, Colleen A.
P. W. Litchfield and Early Corporate Education at the Goodyear Tire and Rubber Company.
ED 213 826

Moore, Dan E.
Population Change and Community Services: The Case of the Public

Schools. Staff Paper Series #28.
ED 214 715

Moore, Doug
Drywall. Pre-Apprenticeship Phase 2 Training. Instructor's Guide.
ED 213 899
Drywall. Pre-Apprenticeship Phase 2 Training. Student Training Modules.
ED 213 900

Moore, Gary E.
Student Motivation in Vocational Education.
ED 213 943

Moore, Lawrence
A Guide for Planning, Organizing and Conducting an Adult Education Ceremony.
ED 214 714

Morgan, David R.
Desegregating Public Schools: A Handbook for Local Officials.
ED 215 005

Morris, Monica B.
The Public School as Workplace: The Principal as a Key Element in Teacher Satisfaction. A Study of Schooling in the United States. Technical Report Series, No. 32.
ED 214 899

Morrisey, J. Thomas
An Approach to Inservice Education to Promote Outdoor Education as a Teaching Method in the Elementary School.
ED 214 740
A Survey Review of Studies on Specific Aspects of Teaching Outdoor Education.
ED 214 738

Mountain, Lee
Releasing the Remedial Reader's Creative Power.
ED 214 141

Muenchow, Susan, Ed.
What Is'' Pro-Family Policy? Proceedings of the Bush Interest Group/Symposium (New Haven, Connecticut, May 18-20, 1981).
ED 214 680

Mullen, T. Patrick
Construction and Practicability of Cloze Procedures in Diagnosis and Establishing Support Programs in College Reading.
ED 214 105

Munby, Hugh
The Place of Teachers' Beliefs in Research on Teacher Thinking and Decision Making, and on Alternative Methodology.
ED 214 864

Murphy, Carol
Integrating the Community and the Classroom: Implementing at the Postsecondary Level.
ED 214 436
Integrating the Community and the Classroom: Instructors Describe the Results.
ED 214 435

Murphy, Peter
New Approaches for Improving the Managerial Capacity of Post-Secondary Institutions.

ED 214 477

Muth, Rodney
School Culture and Academic Achievement: A Cross-gender, Cross-cultural Study.
ED 214 307

Myers, Michael M.
Preparing Students for College: The Need for Quality. Issues In Higher Education.
ED 214 488

Nama, Joe
Cement Finishing. Pre-Apprenticeship Phase 2 Training. Instructor's Guide.
ED 213 901

Cement Finishing. Pre-Apprenticeship Phase 2 Training. Student Training Modules.
ED 213 902

Evaluation of Educational Innovations.
ED 214 946

Nelson, Doris
A Comparison of the Effects of Sex and Status on the Perceived Appropriateness of Nonverbal Behaviors.
ED 214 222

Nelson, Murry R.
Providing Formal Class Structure On-Site for Rural Teacher Development.
ED 214 727

Nelson, Tom
The Design of an Extended Learning System for the Des Moines Area Community College.
ED 214 563

Neuman, Susan B.
Television Viewing and Leisure Reading: A Qualitative Analysis.
ED 214 106

Nides, Mitchell A.
Item Variance Components and Units-of-Analysis in a Measure of Classroom Climate. A Study of Schooling in the United States. Technical Report Series, No. 7.
ED 214 877

Niles, Anne G., Ed.
The Dial Access Library for Health Professionals in Wisconsin: An Historical Account.
ED 214 526

Nobel, Milton, Ed.
Primary Prevention in Mental Health and Social Work: A Sourcebook of Curriculum and Teaching Materials.
ED 214 423

Norris, Carol A.
Old Adversaries United: Benefits of Collaborative Research.
ED 214 981

Participation Levels by Ethnicity in School Activities: Preliminary Indicators.
ED 215 052

Noth, Nancy
Dropout Identification: A Preliminary Study of the Pasco School District.
ED 215 013

Novotny, Janet A.
Role Conflict and Accord: The Artist and Humanist in the University.
ED 214 432

Nunley, Rachel L.
Health Careers Exploration for the Handicapped. A Guide for Counselors and Teachers.
ED 213 825

O'Brien, Michael L.
Teacher Response to Gifted Middle School Students.
ED 214 284//

O'Brien, Thomas C.
The Child as Scientist.
ED 214 627

Learning and Context: An Interview with A. I. Weinzweig, University of Illinois at Chicago Circle, Chicago, Illinois.
ED 214 758

O'Neill, Barbara
Dropout Identification: A Preliminary Study of the Pasco School District.
ED 215 013

Oakes, Jeannie
Limiting Opportunity: Student Race and Curricular Differences in Secondary Vocational Education. A Study of Schooling in the United States. Technical Report Series, No. 28.
ED 214 896

A Question of Access: Tracking and Curriculum Differentiation in a National Sample of English and Mathematics Classes. A Study of Schooling in the United States. Technical Report Series, No. 24.
ED 214 892

Tracking Policies and Practices: School By School Summaries. A Study of Schooling in the United States. Technical Report Series, No. 25.
ED 214 893

208 English Teachers. A Study of Schooling in the United States. Technical Report Series, No. 11.
ED 214 881

Ochoa, Alberto M.
Title IV Language Minority Regulations: Beyond the Lau Remedies.
ED 214 392

Ockerman-Garza, Janet
Migratory Status and School Achievement: Analysis of Critical Mediating Variables.
ED 214 721

Odell, Lee
Writing in Non-Academic Settings.
ED 214 163

Ogletree, Earl J.
Marriage and the Black Family: What Research Says.
ED 215 030

Teachers' Knowledge of School Law.
ED 214 869

Oliver, Lucinda
The White House Conference on Aging: Recommendations of Its Technical Committees and the Possible Congressional Response.
ED 214 055

Olson, Gary A., Comp.
Proceedings of the Southeastern Writing Center Conference (2nd, University of Alabama, February 6, 1982).
ED 214 164

Olson, Linda
Examination of Potential Management Decisions Based upon a Core Collection Derived from Last Circulation Date Data. Research Report No. 1.
ED 214 496

Omanson, Richard C.
Modeling the Effects of Reading Lessons on Text Processing.
ED 214 129

Orfield, Gary
Toward a Strategy for Urban Integration: Lessons in School and Housing Policy from Twelve Cities. A Report to the Ford Foundation.
ED 215 020//

Ortiz, Flora Ida
The Management and Administration of Instructional Supervision.
ED 214 305

Teaching Lessons: Incentives for Structuring Learning Activities.
ED 214 309

Ostar, Roberta H.
Survey of AASCU Presidential Spouses: Myths and Realities.
ED 214 490

Ostertag, Bruce Andrew
Behavioral Characteristics of Gifted Navajo Students as Correlated with Intellectual Ability and Creativity.
ED 214 713

Otero, George
Conflict Activity Cards.
ED 214 844

Otero, George G., Jr., Comp.
Teaching about Population Issues.
ED 214 842

Otto, Wayne
A Technique for Improving the Understanding of Expository Text: Gloss (Part 1); Examples of Gloss Notation (Part 2).
ED 214 120

Overman, Bette C.
Functions of Schooling: Perceptions and Preferences of Teachers, Parents and Students. A Study of Schooling in the United States. Technical Report Series, No. 10.
ED 214 880

A Study of Schooling: Methodology. A Study of Schooling in the United States. Technical Report Series, No. 2.
ED 214 872

Variety and Intensity of School-Related Problems as Perceived by Teachers, Parents and Students. A Study of Schooling in the United States. Technical Report Series, No. 17.
ED 214 887

Owen, Gordon R.
Back to a Basic in Lifelong Learning: Personal and Small Group Problem Solving.
ED 214 221

Pace, Ann Jaffe
Comparison of Effects of Different Forms of Presentation on the Recall and Retrieval of Information.
ED 214 148

Page, Jane A.
The Teaching Profession as a Career Opportunity: Perceptions of High School Seniors, Pre-Service Teachers, and In-Service Teachers.
ED 214 924

Palmer, Barbara C., Comp.
Migrant Education: An Annotated Bibliography.
ED 214 724

Pang, Dawn B.
Developing Interculturally Skilled Counselors: Process and Productivity of the Project.
ED 214 044

Parnell, Dale
Proven Partners: Business, Labor, and Community Colleges. AACJC Pocket Reader 1.

ED 214 582

Parsons, James B.
Developing Reading Ability by Using Literature for Values Clarification in Social Studies.
ED 214 819

Towards a New Theory of Reading Instruction.
ED 214 157

Parsons, Jim
Social Studies Looks at Science: A Critical Review of Science in Social Issues.''
ED 214 823

Payne, Tyrone
Small Groups for Instruction: An Investigation of Teacher Viewpoints.
ED 214 282//

Pearson, Judy C.
The Relationship between Psychological Sex Type and Communication Apprehension.
ED 214 215

Pellet, Elizabeth A.
Why In the World: A Teacher's Handbook.
ED 214 806

Pelow, Randall A.
Motivational Use of Adaptable Designs in Reinforcing Geographic-Social Studies Content.
ED 214 816

Penrose, William O.
A Primer on Piaget. Fastback 128.
ED 214 968

Pepin, Andrew J.
Associate Degrees and Other Formal Awards Below the Baccalaureate, 1978-79.
ED 214 592

Perl, Harold I.
Social Network Formation of Entering College Freshmen.
ED 214 057

Peters, Donald L.
The Preschool Teacher as an Adult Learner.
ED 214 656

Up the Down Escalator: How to Open the Door. Comments on Professionalism and Academic Credentials in Child Care.
ED 214 655

Petersen, Allan L.
Report to the Legislature on the Educational and Fiscal Effects of Independent Study.
ED 214 552

Petrie, Hugh G.
What is the Problem of Retrenchment in Higher Education?
ED 214 471

Pettit, Katherine D.
Emergencies and Problems: A Procedures Manual for Trinity University Library.
ED 214 527

Pfeiffer, Paul E.
Conditional Independence in Applied Probability.
ED 214 768

Pfister, Linda
Intake: Alternatives for Facilitating Participant Entry. An Action Planning Guidebook.
ED 213 992

Phelan, William T.
Teachers under Duress: Some Effects of Declining Enrollment and District Staffing Policies.
ED 214 245

Phillips, G. Howard
An Ecological Study of Crime in Rural Ohio.
ED 214 717

Phillips, Jeffrey C.
Student Attrition at the Community College: The Need for Conceptual Clarification.
ED 214 609

Piatt, Virginia
Continuing Education Students.
ED 214 590

Pierce, Doris F.
Changes in the Political Role of Women Since 1960.
ED 214 811

Pierce, Lucia B., Comp.
A Cumulative Index for Focus on Asian Studies. Autumn 1971-Spring 1976. Service Center Paper on Asian Studies, No. 12.
ED 214 829

Pitner, Nancy J.
Training of the School Administrator: State of the Art. An Occasional Paper.
ED 214 253

Poe, M. Catherine
The Making of the Principal: A Study of Recent Literature for Elementary School Principals.
ED 214 304

Polin, Ruth M.
A Study of Preceptor Training of Classroom Teachers in Reading Diagnosis.
ED 214 161

Poole, Georgia C.
A Summer Enrichment and Reinforcement Program in the School of Veterinary Medicine at Tuskegee Institute, Alabama. A Program Designed to Respond to a Challenge: Increased Minority and Disadvantaged

Representation in Veterinary Medicine.
ED 215 032

Poole, Lawrence H.
Computer Literacy: The New Mandate for General Education in the 80's.
ED 214 610

Poplack, Shana
No Case for Convergence: The Puerto Rican Spanish Verb System in a Language Contact Situation. Centro Working Papers 5.
ED 214 386

Sometimes I'll Start a Sentence in Spanish Y TERMINO EN ESPANOL'': Toward a Typology of Code-Switching. CENTRO Working Papers, No. 4.
ED 214 394

Porter, Richard
The School Survey Approach in Determining Adolescent Alcohol and Drug Abuse.
ED 214 970

Pousada, Alicia
No Case for Convergence: The Puerto Rican Spanish Verb System in a Language Contact Situation. Centro Working Papers 5.
ED 214 386

Powell, Joyce
The Challenge of Including Technical Communications in the Vocational Occupational Programs in the Two-Year College.
ED 214 212

Prather, James E.
Review of Model Specifications.
ED 214 408

Prensky, Arthur L.
Handicaps and Developmental Disabilities. Matrix No. 10.
ED 214 634

Presley, John W.
Evaluating Developmental English Programs in Georgia.
ED 214 166

Price, Floyd H.
The American Indian Controlled Community College Movement.
ED 214 611

Pringle, Ian, Ed.
Reinventing the Rhetorical Tradition.
ED 214 162//

Pritz, Sandra
Follow-Up and Follow-Through in Employment and Training Programs. An Action Planning Guidebook.
ED 213 996

Job Placement in Employment and Training Programs. An Action Planning Guidebook.
ED 213 995

Prothero, Joyce
Foundations in Gerontological Education: Issues and Dilemmas for

Students.
ED 214 084

Provence, Sally
Research on Infancy of Special Relevance for Mental Health. Matrix No. 11A.
ED 214 635

Quay, Richard H.
On the History and Future of the American Junior College: A Bibliography of Edmund J. Gleazer, Jr. Public Administration Series: Bibliography.
ED 214 586

On the Role of the State in the Governing of Higher Education: A Bibliography of Lyman A. Glenny. Public Administration Series: Bibliography P-929.
ED 214 480

Quellmalz, Edys
Defining Writing: Effects of Discourse and Response Mode.
ED 214 168

Evaluation Technologies Program: Evaluation Practices. Field Draft of Leader's Package, CSE Workshop Series.
ED 214 941

Evaluation Workshop I: An Orientation. New Edition.
ED 214 955

Evaluation Workshop III: Program and Evaluation Planning. Participant Notebook. New Edition.
ED 214 957

Evaluation Workshop VI: Summative Evaluation. New Edition
ED 214 960

Rachal, Janella
Status Assessment: Act 685-Balanced Treatment for Creation-Science and Evolution-Science.
ED 214 781

Rapaport, P.
Computer-Assisted Instruction. Research on School Effectiveness Project: Topic Summary Report.
ED 214 707

Rasmussen, Randy C.
Strengthening the Community/Education Partnership: The San Juan RFD Model of Public Involvement. Public Involvement Using the Rural Futures Development Strategy.
ED 214 749

Rasswiler, Anne D., Ed.
The Review and Proceedings of the Community College Humanities Association, Number 3.
ED 214 569

Ray, Mary Barnard
A Horse of a Different Color: Living Happily as a Writing Teacher for Lawyers and Other Professionals.

ED 214 179

Rayman, Ronald
Publication Activity of Academic Library Directors.
ED 214 505

Redish, Janice C.
The Language of the Bureaucracy. Document Design Project, Technical Report No. 15.
ED 214 371

Reeves, Roxanne W.
Stress in School Environments: An Administrative Perspective.
ED 214 308

Reichart, Sandford
Gifted Education: Issues and Needs with Implications for Policy Development. Education Change Management Series Publication No. 5.
ED 214 359

Reid, Wallis
Errors in Expectations: A Reanalysis of the Problem of Sentence Completeness.
ED 214 183

Remland, Martin S.
Cross-Cultural Differences in Self-Reported Touch Avoidance.
ED 214 206

Rendeiro, Elisabeth
Sexuality Education with Troubled Adolescents: Suggestions for Planning and Implementation.
ED 214 361

Reneau, Fred
Fertilizer Use and Water Quality.
ED 213 934

Reynolds, Cecil R.
Research Trends in School Psychology: 1974-1980.
ED 214 068

Reynolds, Mary Anne, Ed.
Faculty-Counselor Collaboration in the Developmental Classroom: A How-To Manual.
ED 214 056

Reynolds, William Bradford
The Future Direction of Correctional Services for Adult Offenders.
ED 215 054

Rezabek, Dale J.
Horizon: An Overview of Vocational Education and Employment Training Services for Limited-English Proficient Persons in California.
ED 213 983

Richardson, J. Jeffrey
Problem Solving Instruction for Physics.
ED 214 766

Ridley, Dennis R.
Critical Factors for Implementing Competency-Based Education.

ED 214 260

Riley, Bob E.
Accountability in Education: A Recurring Concept.
ED 214 269

Rincon, Ramon
Evaluation of the 1979-80 Title-I Migrant Tutoring Program.
ED 214 746

Roberts, David
Basic Neurology for the English Teacher: A Selected Bibliography.
ED 214 180

Robertshaw, Dianne
The Cognitive Value of Two-Year Colleges for Whites and Blacks.
ED 214 620

Robins, Lee N.
Research on Substance Abuse: Alcohol, Drugs, Tobacco. Matrix No. 14.
ED 214 636

Robinson, James T.
Evaluation of the BSCS Human Sciences Program.
ED 214 805

Robinson, T. K.
Media Education in Scotland. Outline Proposals for a Curriculum.
ED 214 498

Robon, Nancy C.
Survey of University of Toledo Legal Assisting Technology Graduates.
ED 214 443

Rock, Donald
Factors Related to Young Women's Persistence and Achievement in Advanced Placement Mathematics.
ED 214 798

Rock, Donald A.
Internal Construct Validity of the Career Skills Assessment Program.
ED 214 987

Rogers, Kay
Correlating Vocational Education with Labor Market Needs Through the Internship Program. Exemplary Project and Final Report.
ED 213 948

Rosamond, F. J., Comp.
The Management of Quality in Further Education: A Report on the Proceedings of the AVPC Autumn General Meeting, (Berkshire, England, 20 November 1981).
ED 214 437

Rosecky, Marion
Implementing PCRP: Fact or Fiction? Communication Skills.
ED 214 112

Ross, Rhonda P.
Designing for Privacy in the Classroom: An Ecological Perspective.
ED 214 249

The Design of Educational Environments: An Expression of Individual

Differences or Evidence of the Press toward Synomorphy?''
ED 214 250

Ross, William
Meanings of Work in Different Environments and Cultures.
ED 214 099

Rothschild, Susan J. S.
Career and Education Patterns of Rural Women.
ED 214 725

Rowan, Brian
Methodological Considerations in Studies of Effective Principals.
ED 214 985

Rubin, Roberta
A Method for Enhancing Training and Monitoring of Program Adaptions and Adoptions in New Situations.
ED 214 306

Ruppert, H.E.
Handbook for General Cooperative Education Teacher-Coordinators in Louisiana. Bulletin 1669.
ED 213 938

Handbook for Marketing and Distributive Education Teacher-Coordinators in Louisiana. Bulletin 1170.
ED 213 939

Ruscello, Dennis M.
The Oral Speech Mechanism Screening Examination (OSMSE).
ED 214 975

Ryan, Anthony S.
Final Physical Science Evaluation Report. Co-operative Research Series Report No. 8.
ED 214 761

Ryan, Caroline L.
What Is a Confidential Employee? Management Report 1981-2/5.
ED 214 607

Ryan, Cathryn
Survey of AASCU Presidential Spouses: Myths and Realities.
ED 214 490

Sadoski, Mark C.
The Relationships between Student Retellings and Selected Comprehension Measures.
ED 214 127

Sanchez, Antonia
Counseling the Bilingual Student. Searchlight Plus: Relevant Resources in High Interest Areas, 54 .
ED 214 050

Sanders, James R.
Research on Selection Methods and Programming for Advanced Black Students at the Secondary Level of Education. Final Report.
ED 215 047

Sanders, Joseph, Ed.

Status Report on Programs and Projects (As of January 1, 1982).
ED 215 055

Sandrin, James V.
Readiness for Individualization of Instruction: A School Climate Assessment Procedure.

ED 214 254

Sarachan-Deily, Ann Beth
Deaf Readers' Comprehension of Individual Sentences.
ED 214 325

Parents and Teachers Strategies for Improving and Coordinating Support Systems for Hearing-Impaired Students.
ED 214 324

Sasser, Linda M.
Memory for Words Processed by Preschool Children.
ED 214 679

Saterfiel, Thomas H.
Evaluation of Preschool Experiences and Their Relationship to First Grade Basic Skills Achievement in the Greenwood Public Schools.
ED 214 665

Savard, W. G.
Class Size. Research on School Effectiveness Project: Topic Summary Report.
ED 214 705

Computer-Assisted Instruction. Research on School Effectiveness Project: Topic Summary Report.
ED 214 707

Direct Instruction. Topic Summary Report. Research on School Effectiveness Project.
ED 214 909

Instructional Grouping: Ability Grouping. Research on School Effectiveness Project: Topic Summary Report.
ED 214 704

Instructional Grouping: Group Size. Research on School Effectiveness Project: Topic Summary Report.
ED 214 703

Native American Education. Topic Summary Report.
ED 214 700

Parent Participation. Research on School Effectiveness Project: Topic Summary Project.
ED 214 701

The Principal as Instructional Leader. Research on School Effectiveness Project: Topic Summary Report.
ED 214 702

Time Factors in Learning. Research on School Effectiveness Project: Topic Summary Report.
ED 214 706

Savard, William G.
Procedures for Research on School Effectiveness Project.
ED 214 699

Sawyer, Thomas M.
The Organization of Reports of Scientific Experiments.
ED 214 190

Scarr, L. E.
Educating Students Today for a Place in Society Tomorrow: The Lake Washington School District Futures Study. A Research Report.
ED 214 270

Testing Potential Cost Saving and Controversial Actions: Community, Staff and Student Support.
ED 214 271

Schaaf, William L.

The High School Mathematics Library. Seventh Edition.
ED 214 772//

Schaffer, Eugene C.
Gifted and Talented Education in The Republic of China.
ED 214 323

Schaible, Wayne E.
Superintendent Contracts: What Should They Say?
ED 214 227

Scheiber, Barbara
One Step at a Time.
ED 214 333

Scheirer, Elinor A.
Sociological Bases of Informal Education: An Ethnographic Study of an Informal Middle School in England.
ED 214 228

Schey, Harry M.
UMAP Modules-Units 60-62, 67, 68, 70.
ED 214 783

Schilling, Donald G.
World History as a General Education Course at a Liberal Arts College.
ED 214 830

Schira, Norma Jean
Assessment of Occupational Opportunities in Health Occupations for Handicapped.
ED 213 932

Schlenker, Barry R.
Self-Presentation: A Conceptualization and Model.
ED 214 047

Schmeltekopf, Donald D., Ed.
The Review and Proceedings of the Community College Humanities Association, Number 3.
ED 214 569

Schmidt, Monica
Kindergarten Early Entrance Identification Manual.
ED 214 674

Schneider, Gerd K.

The Place of "Zertifikat Deutsch als Fremdsprache" in the German Curriculum. A Report of a Survey.
ED 214 375

Schoenfield, Alan H.
UMAP Modules-Units 203-211, 215-216, 231-232.
ED 214 787

Schoeny, Donna Hager
Utilizing Community Resources in the Classroom: An In-service Reference Collection.
ED 214 927

Schonberger, Ann K.
Factors Related to Problem Solving by College Students in Developmental Algebra.
ED 214 614

Gender Differences in Solving Mathematics Problems among Two-Year College Students in a Developmental Algebra Class and Related Factors.
ED 214 602

Schorr, Frances
Comprehending Procedural Instructions: The Influence of Metacognitive Strategies.
ED 214 130

Schumacher, Sally
Ethnographic Research on Word Recognition Strategies of Adult Beginning Readers: Summary Report.
ED 213 990

Schwab, Gweneth B.
Measuring Density of Details in Composition and Content Courses.
ED 214 171

Schwab, Judith L., Ed.
Social Sciences in Forestry. A Current Selected Bibliography and Cumulative Author Index for 1981, No. 56.
ED 214 751

Schwartz, Geraldine
The Analysis of Brain Function A New Approach to the Assessment of Children with Learning Disorders.
ED 214 351

Schwartz, Helen J.
A Computer Program for Invention and Feedback.
ED 214 177

Schwartz, Lita Linzer
Women's Problems: Immobility and Professional Growth.
ED 214 035

Schwartz, Terry Ann
Moving to an Interorganizational Context for Public School Education: A Case Study.
ED 214 248

Schwarz, Philip
Examination of Potential Management Decisions Based upon a Core

Collection Derived from Last Circulation Date Data. Research Report No. 1.
ED 214 496

Schwarz, Philip J.
Specifications for a Computerized Library Circulation Management Data and On-Line Catalog System.
ED 214 494

Schwarz, Stephen
A National Documentation and Information Centre of the Kenya National Council for Science and Technology.
ED 214 546

Sciara, Frank J.
College Students Cope With Color.
ED 215 056

Scott, Dave
Fall 1980 to Fall 1981 Enrollment Comparisons Based on First Census.
ED 214 560

Scriven, Michael
Evaluation Thesaurus. Third Edition.

ED 214 952

Scully, Edwin E.
Urban Youth, Their Long-Term Employment Prognosis and Necessary Remedial and Corrective Action.
ED 215 065

Seidman, William
Goal Ambiguity and Organizational Decoupling: The Failure of Rational Program Implementation.
ED 214 259

Seltzer, Vivian C.
A Multigenerational Perspective on the Task Field of Parents.
ED 214 076

Senese, Guy Blaise
The Little White School House: The Impact of Progressive Reform on the Social and Educational Policy of the United States Indian Service and Bureau of Indian Affairs, 1895-1940.
ED 214 712

Sever, John L.
Infectious Diseases and Immunizations. Matrix No. 15.
ED 214 637

Seybert, Jeff
Continuing Education Students.
ED 214 590

Shabat, Oscar E.
Mastery Learning Conference (2nd, Chicago, Illinois, May 27-29, 1981). Summary.
ED 214 606

Shakeshaft, Charol
Evaluation of a Course for Women in Educational Administration.
ED 214 301

Shapira, R., Ed.
Residential Education in Israel. Report of the Israeli-American Seminar on "Out of School Education".
ED 215 049

Sharpes, Donald K.
Improving Oral Language Skills for American Indian Secondary School Students.
ED 214 191

Shaw, Pamela
Six Steps to a Sustainable Society. Worldwatch Paper 48.
ED 214 855

Sheble, Jan
Recall of Scripts by Preschool Children.
ED 214 660

Sheehan, Maria Cristina
Proposition 13: Its Effects on the Missions of the California

Community College System Reviewed with Recommendations for the Future and Perceptions of the Management Rights Clause by Managers in CCC's California Community Colleges . Management Report, 1981-2/3.
ED 214 561

Sheldon, Ann Workman
Determinants of Service Expansion in Local Communities: Organizational Needs or Needs of the Elderly?
ED 214 079

Shenk, Edward
Proposition 13: Its Effects on the Missions of the California Community College System Reviewed with Recommendations for the Future and Perceptions of the Management Rights Clause by Managers in CCC's California Community Colleges . Management Report, 1981-2/3.
ED 214 561

Sherman, Pamela
Fear of Success and Achievement Anxiety in Reentry Versus Non-Reentry Women.
ED 214 479

Shore, Cecilia
Cognitive Correlates of Early Multiword Speech.
ED 214 641

Conceptual Development and Early Multiword Speech.
ED 214 640

Shumener, Betty M.
Defensible Educational Goals and Needs-Assessment Strategies. Studies in Evaluation and Decision Making. Work Unit 3: Philosophic Inquiry into Evaluation.
ED 214 949

Siders, Mary B.
How to Grow a Happy Reader: Report on a Study of Parental Involvement As It Relates to a Child's Attitudes and Achievement in the Acquisition of Reading Skills. Research Monograph No. 27.
ED 214 124

Sienkiewicz, Henry S.
A Comparative Study to Determine the Relationship between the Existing Practices of Selected Middle Schools and Student Performance on a Standardized Attitudinal Measure.
ED 214 277//

Silvey, Linda, Ed.
Mathematics for the Middle Grades (5-9). 1982 Yearbook.
ED 214 776//

Sinclair, Hermina deZwart
The Child as Scientist.
ED 214 627

Singer, Jerome L.
Phenomenological Patterns of Depressive Moods.
ED 214 052

Sirotnik, Kenneth A.
Assessing Attitudinal Congruency: A Case for Absolute (As Well As Relative) Indices. A Study of Schooling in the United States. Technical Report Series, No. 12.
ED 214 882

The Contextual Correlates of the Relative Expenditures of Classroom Time on Instruction and Behavior: An Exploratory Study of Secondary Schools and Classes. A Study of Schooling in the United States. Technical Report Series, No. 26.
ED 214 894

Development and Psychometric Analyses of Major Scales Utilized in A Study of Schooling. A Study of Schooling in the United States. Technical Report Series, No. 4.
ED 214 874

An Inter-Observer Reliability Study of the SRI Observation System as Modified for Use in a Study of Schooling. A Study of Schooling in the United States. Technical Report Series, No. 27
ED 214 895

The Methodology of Classroom Observation in a Study of Schooling. A Study of Schooling in the United States. Technical Report Series, No. 5.
ED 214 875

Parents and Their Children: A Study of Congruence on Attitudes About School. A Study of Schooling in the United States. Technical Report Series, No. 13.
ED 214 883

Psychometric Implications of the Unit-of-Analysis Problem'' (With Examples from the Measurement of Organizational Climate). A Study of Schooling in the United States. Technical Report Series, No. 3.

ED 214 873

Some Methodological Issues in Developing Measures of Classroom Learning Environment. A Study of Schooling in the United States. Technical Report Series, No. 6.

ED 214 876

What You See is What You Get: A Summary of Observations in Over 1000 Elementary & Secondary Classrooms. A Study of Schooling in the United States. Technical Report Series, No. 29.

ED 214 897

Sisson, Lee Hansen
Psychotherapy in a Pluralistic Society.

ED 214 046

Skeel, Dorothy J.
Children and the World: A Global Education Curriculum Project for the Elementary School.

ED 214 833

Sledjeski, Stephen
How to Grow a Happy Reader: Report on a Study of Parental Involvement As It Relates to a Child's Attitudes and Achievement in the Acquisition of Reading Skills. Research Monograph No. 27.

ED 214 124

Smart, James R., Ed.
Mathematics for the Middle Grades (5-9). 1982 Yearbook.

ED 214 776//

Smith, B.
Undergraduate Project Work.

ED 214 439

Undergraduate Project Work. Part I: The Report and Part II: Questionnaire Responses.

ED 214 440

Smith, Gary R.
Skills for the Future.

ED 214 848

Values and Music: Some Comparisons Between the U.S. and China and Japan. An Experimental Unit.

ED 214 845

Smith, Janet D.
PLATO in the Community College: Students, Faculty and Administrators Speak Out.

ED 214 549

Smith, Kathryn Scruggs
Retailing I: A Foundation for Marketing and Distributive Education Curriculum Development.

ED 213 933

Smith, Roy L.
Teacher Burnout and Perceived Job Security (Dynamics and Implications).

ED 214 867

Smutny, Joan Franklin
Job Creation: Creative Materials, Activities, & Strategies for the Classroom.

ED 213 954

Snider, Patricia A.
Community College Career Alternatives Handbook.
ED 214 588

Snidman, Nancy
Evaluation Workshop I: An Orientation. New Edition.
ED 214 955

Evaluation Workshop III: Program and Evaluation Planning. Participant Notebook. New Edition.
ED 214 957

Evaluation Workshop VI: Summative Evaluation. New Edition
ED 214 960

Snyder, James A.
Parts Counter. Pre-Apprenticeship Phase 2 Training. Instructor's Guide.
ED 213 897

Parts Counter. Pre-Apprenticeship Phase 2 Training. Student Training Modules.
ED 213 898

Soares, Louise M.
The Impact of American Jurisprudence on American Education.
ED 214 262

Sokol, Kirstin R.
Abbreviations: Their Effects on Comprehension of Classified Advertisements.
ED 214 108

Souviney, Randall J.
School Maths in Papua New Guinea.
ED 214 780

Spandel, Vicki
Classroom Applications of Writing Assessment: A Teacher's Handbook.
ED 214 995

Spanjer, Allan
Improving the Teaching of Writing in Your Own School: A Staff Development Program.
ED 214 199

Spencer, D. H.
The Reality of Written Examinations and Realism in Preparing for Them.
ED 214 393

Spinelli, Francesca
Peers' Requests and Responses in Third-Grade Reading Groups.
ED 214 119

Spodek, Bernard
A Study of Programs to Prepare Early Childhood Personnel.
ED 214 662

Springer, Hugh
Integrated and Early Childhood Education: Preparation for Social Development. Theme D: Looking Forward - Integrated Participation in Processes of Change.
ED 214 689

St. Louis, Kenneth O.

The Oral Speech Mechanism Screening Examination (OSMSE).
ED 214 975

St. Thomas, Sister
An Analysis of the Relationship between the First Semester Grade Point Average and the State Board Nursing Scores of Vermont College Graduates.
ED 214 572

Stager, John D.
Program Assessment Guide for Public School Special Education Services to Visually Handicapped Students.
ED 214 343

Stanfield, Jonathan
Management Review of Evaluation Practice.
ED 214 983

Starrfield, Susan
Participation Levels by Ethnicity in School Activities: Preliminary Indicators.
ED 215 052

Staton, Jana
Analysis of Dialogue Journal Writing as a Communicative Event. Final Report. Volume I.
ED 214 196

Analysis of Dialogue Journal Writing as a Communicative Event. Final Report. Volume II.
ED 214 197

Staver, John R.
An Analysis of the Secondary School Science Curriculum and Directions for Action in the 1980's. 1982 AETS Yearbook.
ED 214 759

Stayrook, Nicholas
Technical Status Report on Staff Development. Final Report.
ED 214 863

Stein, June B.
At What Point Students Left Classes at Minneapolis Community College, Fall Quarter, 1981.
ED 214 570

Sterling, Carol
Arts Proposal Writing. A Sourcebook of Ideas for Writing Proposals for Any School Program. For People Who Thought They Couldn't Write a Proposal, or Wouldn't Ever Need to And for Those Who Didn't Even Realize They Had a Proposal to Make.
ED 214 860

School Art/Music Assessment Manual. A Closer Look At Your District's Art/Music Program For Purposes Of Gaining And Maintaining Support For Arts Education.
ED 214 861

Support for School Arts Programs. A Sourcebook of Ideas for Promotion of Any School Program. How To Do It.
ED 214 859

Stevick, Earl W.
Teaching and Learning Languages.
ED 214 407//

Stewart, Barbara L.

Employment of Baccalaureate Graduates: The Effect of Institutional Reputation, Location, and Executive Alma Mater.
ED 214 460

Stewart, William L.
Problems of Small, High-Technology Firms. Special Report.
ED 214 795

Stiverson, C. L.
Colorado's Alternative School Calendar Program and the Four Day Week.
ED 214 719

Stokes, Lillian G.
Role Preparation of Associate Degree Graduates.
ED 214 616

Stoloff, David L.
Community Involvement in Ethnic Television.
ED 215 050

Stolte, Joanne B.
An Identification of the Science Career Development Needs of Deaf Students.
ED 214 337

The Participation of Minorities and Women in Education R&D Leadership and Management: An Annotated Bibliography.
ED 214 433

Stonewater, Jerry K.
Hearing How Students Make Meaning'': Listening Through Perry Ears.
ED 214 461

Storer, Des
Migrant Families in Australia. Working Paper 3.
ED 214 741

Story, Sherie
Washington Community Colleges Factbook, Academic Year 1980-81.
ED 214 562

Washington Community Colleges Fall Quarter Report, 1981.
ED 214 593

Stotsky, Sandra
Toward a Meaningful Model of Written Language Development.
ED 214 174

Straffin, Philip D., Jr.

Topics in the Theory of Voting.
ED 214 777

Strathe, Marlene I.
The Junior High Teacher as a Classroom Evaluator.
ED 214 285//

Straus, Murray A.
When Prohibition Works: Alternatives to Violence in the Odyssey House Youth Program and in the Family.
ED 214 054

Strickland, James
Basic Neurology for the English Teacher: A Selected Bibliography.
ED 214 180

Stuck, Gary
A Method for Enhancing Training and Monitoring of Program Adaptions and Adoptions in New Situations.

ED 214 306

Stupp, Emma Gonzalez, Comp.
Adult Basic Education for Non-English Speakers: A Bibliography.
ED 214 382

Stutzman, Esther
The American Indian Social Studies Curriculum Activity Guide, K-6.
ED 214 736

Suelzle, Marijean
Family Perceptions of Responsibility for Mentally Retarded Children.
ED 214 336

Summers, Kathleen Richards
Partners: Math, Science, Social Studies, Language Arts. Ideas for the Art Part of the Interrelated Curriculum of the Elementary Classroom Teacher.
ED 214 914//

Susskind, Edwin C.
The Potency of Primary Prevention: A Meta-Analysis of Effect Size.
ED 214 067

Suydam, Marilyn N.
Using Research: A Key to Elementary School Mathematics. 1981 Revision.
ED 214 763

Swain, Merrill
Bilingual Education in Ontario: A Decade of Research.
ED 214 363

Swanson, Charles H.
Recommended Oral Communication Competencies (Grades 9-12).
ED 214 219

Swift, J. Nathan
Modifying Teacher Questioning Behavior in Classroom Interaction.
ED 214 769

Szabo, Lester John
Supervision Manual: Social Studies Program.
ED 214 831

Szuch, Larry
Project UPSTART. Final Report 1980-1981.
ED 214 342

Talmage, Harriet
Emerging Methodologies for the Evaluation of Arts in the Schools.
ED 214 991

Tasopulos, Joan M.
The Relationship of Maternal Inputs and SES to Reading Achievement in Black Families.
ED 214 135

Taugher, C. David
A Survey of Graduate Programs in Organizational Communication.
ED 214 208

Taugher, Patricia E.
A Survey of Graduate Programs in Organizational Communication.
ED 214 208

Taylor, Anne P.
Early Childhood Development Cultural Considerations Commonalities, Variables, and Local Community Determinants for Program Modules.
ED 214 692

Teilmann, Shehbal

Baruch College Annual Alumni Survey, Class of 1978.
ED 214 458

Baruch College Annual Freshman Survey, Fall 1980.
ED 214 459

Temple, Bonnie K.
Cape Hatteras Lighthouse, Project CAPE Teaching Module, Publication 3-4a.
ED 214 792

Templin, Patricia A.
Handbook in Evaluating with Photography.
ED 214 989

Terry, Margaret Brooks
In Search of the Silken Purse: Factors in Attrition among First-Generation Students. Revised.
ED 214 431

Thaxton, Louis C.
The Employment Situation in Selected Communities on the Lower Eastern Shore of Maryland.
ED 215 012

A Massachusetts Guide: Promising Practices in Career Education.
ED 213 951

Theodory, George C.
The Mediating Role of Principals' Situational Favorableness on School Effectiveness in Lebanon.
ED 214 298

Thomas, Gail E.
Determining the College Destination of Black Students.
ED 215 031

Thomas, Howard Y.
Students Who Are 18 or Soon Will Be: Help Them Prepare To Exercise Their Right To Vote. Project 18.
ED 214 851

Thomason, Julia T.
A Study of Openness to New Experiences of Middle School Teachers as Compared to Elementary and Secondary Teachers.
ED 214 274//

Thompson, James W.
Employment and Crime: A Review of Theories and Research.
ED 213 980

Thompson, Mark E.
The Creative Influence: What Is It?
ED 214 822

Thompson, Merle O'Rourke
Charlotte Perkins Gilman's "The Yellow Wallpaper": Women, Society, Sanity.
ED 214 175

The Returning Student: Writing Anxiety and General Anxiety.
ED 214 558

Thor, Linda
A Review of Youth Services as a Component of the LACCD: Completed as a Part of the Feasibility Study Directed toward the Improvement of Occupational/Technical Education in the San Fernando Valley.
ED 214 604

Tisa, Benedict
Consultant Report for The People's Republic of the Congo (November 5-December 8, 1981): The Results of a Workshop to Develop Nutrition Education Materials.

ED 214 731

Todd, Julie, Ed.
Accessing Resources for School-Age Visually Handicapped Students: A Resource Book. No. 408.

ED 214 346

Tovey, Duane R.
Teachers' Understanding of the Reading Process.

ED 214 159

Townsend, Laurie
The School Survey Approach in Determining Adolescent Alcohol and Drug Abuse.

ED 214 970

Trabasso, Tom
Causal Cohesion and Story Coherence.

ED 214 147

Tracy, D. B.
A Report on the Relationships among the How I See Myself Questionnaire, Behavior Rating Scales and Achievement.

ED 215 058

Tracz, George S.
Organizational Aspects of University Management in the 1980s. Report of a CAUBO Special Project on the Examination of Alternative University Organizational Structures.

ED 214 427

Who's on Second: Report of a CAUBO Special Project on the Examination of Alternative University Organizational Structures.

ED 214 428

Traupmann, Jane
Midlife Women in Continuing Education: A Comparative Study.

ED 213 986

Trueblood, Cecil R.
Providing Formal Class Structure On-Site for Rural Teacher Development.

ED 214 727

Turner, Lynn H.
The Relationship between Psychological Sex Type and Communication Apprehension.

ED 214 215

Tuthill, Dean F.
The Employment Situation in Selected Communities on the Lower Eastern Shore of Maryland.

ED 215 012

Tye, Kenneth A.
Global Education. A Study of Schooling in the United States. Technical Report Series, No. 20.

ED 214 889

Tyler, June
A Guide to Curriculum Development in Social Studies.

ED 214 849

Tyler, Ralph W.
Testing, Teaching and Learning: Chairmen's Report of a Conference on Research on Testing (August 17-26, 1978).

ED 214 950

Uphouse, Lynda L.
Environmental Effects on Health with Special Emphasis on Neurotoxicology. Matrix No. 16.

ED 214 638

Vachon, Claude
Regional, Rural Home ABE Program Spells Impact.
ED 214 747

Valadian, Margaret
Integrated and Early Childhood Education: Preparation for Social Development. Summary Theme C: Alternatives in Training and Implications for Self-Help.
ED 214 688

Valasek, Diana L.

Retirement Satisfaction: Is There a Young/Old Old/Old Difference?
ED 214 051

Valeau, Edward J.
Skyline Older Adult Program: A Developing Concept.
ED 214 622

Valente, Patricia L.
Community College Career Alternatives Handbook.
ED 214 588

Valentine, Jerry W.
Administrative Style and Organizational Climate in Junior High and Middle Schools.
ED 214 289//

Vallance, Elizabeth
A Self-Portrait of the Curriculum Field, 1980 (Confessions of a Program Chair).
ED 214 824

Valmont, William J.
Minimum Competency Doesn't Mean Minimum Teaching.
ED 214 104

van der Kamp, Max
Art, Music and Crafts in Secondary Education: Their Purpose and Effect.
ED 214 832

Van Dusen, William D.
The CSS Guide to Implementing Financial Aid Data Processing Systems.
ED 214 478

Van Hoose, John J.
A Study of the Perceptions of Performance Skills of Middle School Principals by Selected Teachers and Principals.
ED 214 288//

Van Kirk, Marilyn
The Effects of Training on the Attitudes of Parents and Caregivers After a Title XX Course on 'Working with Parents'.
ED 214 650

van Kleeck, Anne
Mothers' Requests for Clarification and Children's Responses in Past Event Reporting.
ED 214 659

Van Meter, Elena, Ed.
The Federalist Papers Reexamined.

ED 214 856

Vernhagen, Connie K.
Individual Differences in Comprehension of Multiple Episode Stories.
ED 214 136

Vaughan, Jerry L.
Strategic Planning: The Long Range Future of Community Colleges. A Report by the Projections Committee on Accreditation Reaffirmation at the College of the Mainland. Part I.

ED 214 601

Vazquez-Abad, Jesus
On Building an A-Posteriori Index from Survey Data: A Case for Educational Planners' Assessment of Attitudes towards an Educational Innovation.
ED 214 964

Versteck, Mary M.
U. T. R. Unit Treatment Rehabilitation Program.
ED 214 600

Villa, Maryamber
Issues Pertaining to the Transfer Function of the California Community Colleges: A Report Adopted by the Executive Committee of the Academic Senate for California Community Colleges.
ED 214 550

Villanova, Robert M.
Measuring and Validating the Characteristics of Instructionally Effective Schools in Connecticut.
ED 214 979

Visniesky, Cheryl
Choosing a Microcomputer for Use as a Teaching Aid.
ED 214 608

Vita, Susan H.
International Federation of Library Associations Annual Conference Papers. Bibliographic Control Division: Bibliography and Cataloguing Sections (47th, Leipzig, East Germany, August 17-22, 1981).
ED 214 508

Vivian, Sigrid
Language for Specific Purposes Program-Development and Implementation of a Vocation-Specific Language Acquisition Course of Study.
ED 214 390

Waddell, D. Geneva
Personnel Administration in Higher Education. Handbook of Faculty and Staff Personnel Practices.
ED 214 417//

Wagenbreth, Hildegard
International Federation of Library Associations Annual Conference Papers. Education and Research Division: Library Schools and Other Training Aspects, and Round Table on Library History Sections (47th, Leipzig, East Germany, August 17-22, 1981).
ED 214 512

Wagner, Paul A.
The State of a "New" Art: Philosophy for Children and Science Education.
ED 214 649

Wakai, Helen K.
Lexical Exploration for Advanced ESL Students in Public Health.
ED 214 366

Walcott, Phyllis B.

Black Scientists and Inventors in the United States: 1731-1980. Curriculum Guide: Department of Science, Cambridge Rindge and Latin School.
ED 214 791

Waldon, Mary Ann
The Relationship Between Kindergarten Children's Fantasy Play Behavior and Divergent Thinking Ability.
ED 214 647

Walker, James
Problems and Issues in Educating Bilingual Handicapped Children with Implications for Teacher Education.
ED 214 322

Walker, James E.
Concerns for Meeting the Needs of Black Handicapped Children with Implications for Teacher Education.
ED 214 321

Walker, Jeanette A.
Deaf-Blind Babies in Social Interaction: Questions of Maternal Adaptation.
ED 214 349

Walsh, James A.
An Instance of Convergence of Behavioral Assessments and Inventory Measures of Traditionally Defined Traits.
ED 214 042

Walsh, William M.
A Family Counseling Sequence in Counselor Education.
ED 214 040

Walters, Donald L.
Financial Analysis for Academic Units. AAHE-ERIC/Higher Education Research Report No. 7, 1981.
ED 214 450

Warjanka, Irene
Differential Effect of Length of Day on Kindergarten Readiness.
ED 214 144

Warren, Dave
Early Childhood Development Cultural Considerations Commonalities, Variables, and Local Community Determinants for Program Modules.
ED 214 692

Wasson, Avtar S.
Relationships between Stimulus-Seeking, School Climate and Self-Reported Deviant Behavior in High Schools.
ED 214 242

Weaver, J. Fred
Using Research: A Key to Elementary School Mathematics. 1981 Revision.
ED 214 763

Webb, Farren
Teaching Consumer Skills and How to Survive in America.
ED 214 847

Webb, Michael Brian
Disadvantaged Minorities and the Arts.
ED 215 064

Welling, Lawrence G.
Coordination of NSF Projects in the Area of Continuing Education for Scientists and Engineers.
ED 214 789

Wells, Agnes Q.
Associate Degrees and Other Formal Awards Below the Baccalaureate, 1978-79.
ED 214 592

Wells, Randall L.
Enhancing Basic Skill Levels of Marketing and Distributive Education Students Identified as Disadvantaged A Tutorial Approach. Final Report, July 1, 1980-June 30, 1981.
ED 213 931

Welsh, David J.
On Implementing Court-Ordered School Desegregation: What Successful Elementary Principals Do.
ED 215 027

Wentowski, Gloria J.
When There Are No Children: Two Childless Old Men Respond to Old Age.
ED 214 078

Werneken, Jane
Guidelines for Projects in Community Service: A College-Credit Course in Volunteer, Off-Campus Community Work, Career Exploration, On-the-Job Experience.
ED 214 551

Werst, Dorothy
What's It Like to be Old?
ED 214 818

Wesdorp, H.
Backwash Effects of Language-Testing in Primary and Secondary Education.
ED 214 379

Implementing a State Wide Family Day Care Conference.
ED 214 669

White, Fred D.
Basic Problems in Planning and Conducting Student Writing Conferences.
ED 214 189

White, Sheldon H.
Testing, Teaching and Learning: Chairmen's Report of a Conference on Research on Testing (August 17-26, 1978).
ED 214 950

Whiteman, Marcia Farr, Ed.
Writing: The Nature, Development, and Teaching of Written Communication. Volume 1, Variation in Writing: Functional and Linguistic-Cultural Differences.

ED 214 204//
Sex Role Orientation and Self-Esteem: A Critical Meta-Analytic Review.
ED 214 032
Sex Role Self-Concept and Depression: A Path-Analytic Approach.
ED 214 034

Whordley, Derek
Orientation to Infant and Toddler Assessment: A User's Guide for the Child Development Assessment Form.
ED 214 675//

Wicks, David H.
The American Indian Controlled Community College Movement.
ED 214 611

Wilcox, Lee, Ed.
The Admission and Placement of Students from Latin America: A Workshop Report. Brazil, Central America, (Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua, Panama), Colombia, Venezuela.
ED 214 449

Wilcox, Rand R.
Test Design Project: Studies in Test Adequacy. Annual Report.
ED 214 944

Wilkinson, Louise Cherry
Peers' Requests and Responses in Third-Grade Reading Groups.
ED 214 119

Williams, Fred L.
Employability Development Plans: Counseling Participants and Developing EDPs. An Action Planning Guidebook.
ED 213 994

Williams, Richard C.
Evaluation Design Project: School District Organization Study. Annual Report.
ED 214 297

Willower, Donald J.
The Managerial Behavior of Elementary School Principals.
ED 214 244

Wilson, Bruce L.
Assistance and Enforcement as Strategies for Knowledge Transfer and Program Reform.
ED 214 252

Winstead, Annie S.
Helping the Nontraditional Student: Counseling, Job Development, and Job Placement.
ED 214 038

Woellner, Elizabeth H.
Requirements for Certification for Elementary Schools, Secondary Schools, Junior Colleges. Teachers, Counselors, Librarians, Administrators. Forty-seventh Edition, 1982-83.
ED 214 931//

Wolfle, Lee M.
The Cognitive Value of Two-Year Colleges for Whites and Blacks.
ED 214 620

Wollert, Richard
Causal Attributions and Normal Mood Variations.
ED 214 043

Woodley, Alan
The Open University of the United Kingdom. Implementation of Higher Education Reforms.
ED 214 418

Woodman, Leonora
Toward a Rhetorical Theory of Style.
ED 214 178

Wright, David P.
Teachers' Educational Beliefs. A Study of Schooling in the United States. Technical Report Series, No. 14.
ED 214 884

Teachers' Perceptions of Their Own Influence Over School Policies and Decisions. A Study of Schooling in the United States. Technical Report Series, No. 16.
ED 214 886

Wright, E.N.
The Grade Nine Student Survey: Fall 1980.
ED 214 965

Wright, Joyce
Teaching and Learning. A Study of Schooling in the United States. Technical Report Series, No. 18.
ED 214 888

Wu, Wu-Tien
Gifted and Talented Education in The Republic of China.
ED 214 323

Wyman, Judy
A Glimpse of Tibet, the Roof of the World.
ED 214 820

Wynne, Edward A.
Teaching About Cooperation.
ED 214 902

Yang, Shu-O W.
An Ecological Study of Crime in Rural Ohio.
ED 214 717

Yarrington, Roger
Proven Partners: Business, Labor, and Community Colleges. AACJC Pocket Reader 1.
ED 214 582

Yeh, Jennie P.
Test Use in Schools. Studies in Measurement and Methodology, Work Unit 4.
ED 214 951

Yontef, Gary M.
Gestalt Therapy: Its Inheritance from Gestalt Psychology.
ED 214 061

Mediocrity or Excellence: An Identity Crisis in Gestalt Therapy Training.
ED 214 062

Young, David G.
Education Vouchers: Boon or Bane?
ED 214 237

Zafirau, James
Grading Issues in a Desegregating System.
ED 215 051

Zautra, Alex
Path Analytic Frameworks for Behavioral Health Needs Assessment.
ED 214 069

Zeigler, Donald J.
Energy and the Transformation of a Metropolitan Landscape: Contrasting Contemporary and Future Settlement Geographies.
ED 214 815

Zelnar, Jane
A Composition Curriculum Based on James Britton's Theories.
ED 214 182

Zemp, John W.
A Model Continuing Education Needs Assessment/Response System in Science and Engineering. Summary Report.
ED 214 790

Zepeda, R. A.
Evaluation of the 1979-80 Title-I Migrant Tutoring Program.
ED 214 746

Ziegler, Michael
Reminiscence and Its Relationship to the Psychological Adjustment of the Elderly.
ED 214 053

Zingarelli, Gene R.
Cluster Analysis as a Basis for Treatment Program Organization.
ED 214 356

Zuckernick, Arlene
Towards a Model for Satellite-Based Instruction at the University of Victoria. Report on the ANIK-B Experimental Project, September 1979 to June 1980. Summary Report.
ED 214 492

Academic Senate for California Community Colleges, Sacramento.
Issues Pertaining to the Transfer Function of the California Community Colleges: A Report Adopted by the Executive Committee of the Academic Senate for California Community Colleges.
ED 214 550

Acton-Boxborough School District, Acton, Mass.
What's It Like to be Old?
ED 214 818

Adelphi Univ., Garden City, N.Y.
Employment & Retirement: A Management-Labor Dialogue. Proceedings of an Industry Conference on Employment and Retirement; A Pre-White House Conference on Aging Activity (Annapolis, Maryland, May 18-20, 1980).
ED 213 929

Administration for Children, Youth, and Families (DHHS), Washington, D.C.
Adolescent Mental Health: Delinquency. Matrix No. 8.
ED 214 633

Being Well Born: Preventive Health Practices in Pregnancy and Delivery. Matrix No. 6.
ED 214 631

Chronic Diseases in the Pediatric Age Group. Matrix No. 7.
ED 214 632

Environmental Effects on Health with Special Emphasis on Neurotoxicology. Matrix No. 16.
ED 214 638

Handicaps and Developmental Disabilities. Matrix No. 10.
ED 214 634

Implementing Child Checks: A Child Find Procedures Manual.
ED 214 651

Infectious Diseases and Immunizations. Matrix No. 15.
ED 214 637

Research on Infancy of Special Relevance for Mental Health. Matrix No. 11A.
ED 214 635

Research on Substance Abuse: Alcohol, Drugs, Tobacco. Matrix No. 14.
ED 214 636

A Survey of the Last Decade of Drug Abuse Treatment Research. Appendix: Health Research Forum.
ED 214 639

Administration on Aging (DHHS), Washington, D.C.
Barriers and Supports in the Job Search: Preliminary Findings from a Survey of Older Job Seekers.
ED 214 074

Employment & Retirement: A Management-Labor Dialogue. Proceedings of an Industry Conference on Employment and Retirement; A Pre-White House Conference on Aging Activity (Annapolis, Maryland, May 18-20, 1980).
ED 213 929

A Partnership of Caring: A Blueprint for Social Action.
ED 214 082

Agency for International Development (Dept. of State), Washington, D.C.
Knowledge and Use of Contraception in Twenty Developing Countries. Reports on the World Fertility Survey 3.
ED 214 673

Women and Economic Development in Cameroon.
ED 214 694

Agency for International Development (IDCA), Washington, D.C. Bureau for Development Support.
Consultant Report for The People's Republic of the Congo (November 5-December 8, 1981): The Results of a Workshop to Develop Nutrition Education Materials.
ED 214 731

Agency for International Development (IDCA), Washington, D.C. Office of Women in Development.
The Comparative Functionality of Formal and Non-formal Education for Women. Report on Phase I.
ED 214 807

The Differential Impact of Educational Innovations on Girls and Women: Media-Based Instruction and Curriculum Revision. Phase II, Curriculum Revision as if Women Mattered.
ED 214 808

Air Force Office of Scientific Research, Washington, D.C.
Productivity in Community College Programs: A Technique for Determining Relative Efficiency.
ED 214 571

Alabama State Dept. of Education, Montgomery.
Alabama Course of Study: Language Arts K-12. Bulletin 1981, No. 21.
ED 214 194

Alabama Course of Study. Physical Education. Bulletin 1981, No. 5.
ED 214 915

Alaska State Dept. of Education, Juneau.
Direct Instruction. Topic Summary Report. Research on School Effectiveness Project.
ED 214 909

Alaska State Dept. of Education, Juneau. Office of Planning and Research.
Class Size. Research on School Effectiveness Project: Topic Summary Report.
ED 214 705

Computer-Assisted Instruction. Research on School Effectiveness Project: Topic Summary Report.
ED 214 707

Instructional Grouping: Ability Grouping. Research on School Effectiveness Project: Topic Summary Report.
ED 214 704

Instructional Grouping: Group Size. Research on School Effectiveness

Project: Topic Summary Report.
ED 214 703

Parent Participation. Research on School Effectiveness Project: Topic Summary Project.
ED 214 701

The Principal as Instructional Leader. Research on School Effectiveness Project: Topic Summary Report.
ED 214 702

Procedures for Research on School Effectiveness Project.
ED 214 699

Time Factors in Learning. Research on School Effectiveness Project: Topic Summary Report.
ED 214 706

Alberta Dept. of Education, Edmonton.
Report of the Task Force on School Counseling and Guidance in Alberta: Planning and Research.
ED 214 087

Alberta Dept. of Education, Edmonton. Planning and Research Branch.
Education Vouchers: Boon or Bane?
ED 214 237

Alvin Community Coll., Tex.
The Developmental Program at Alvin Community College: A Description. Revised Edition.
ED 214 574

American Academy of Physician Assistants, Arlington, VA.
The Development of Standards to Ensure the Competency of Physician Assistants. Volume III of V: Development of a Self-Assessment Examination for Physician Assistants. Final Report, July 1, 1976-August 14, 1979.
ED 213 918

The Development of Standards to Ensure the Competency of Physician Assistants. Volume II of V: Role Delineation for the Physician Assistant. Final Report, July 1, 1976-August 14, 1979.
ED 213 917

The Development of Standards to Ensure the Competency of Physician Assistants. Volume I of V: Summary Report. Final Report, July 1, 1976-August 14, 1979.
ED 213 916

The Development of Standards to Ensure the Competency of Physician Assistants. Volume IV of V: Assessment of the Applicability of the Individual Physician Profile Program for Physician Assistants. Final Report, July 1, 1976-August 14, 1979.
ED 213 919

The Development of Standards to Ensure the Competency of Physician Assistants. Volume V of V: The Design of a System of Accreditation and Maintenance of a Roster of CME Programs for Physician Assistants. Final Report, July 1, 1976-August 14, 1979.
ED 213 920

American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD).
Children's Dance. Revised Edition.
ED 214 921

American Alliance for Health, Physical Education, Recreation, and Dance, Washington, D.C. National Dance Association.
A Guide to Dance Production. On With the Show.''
ED 214 922

American Association for Higher Education, Washington, D.C.
Computer Literacy in Higher Education. AAHE-ERIC/Higher Education Research Report No. 6, 1981.
ED 214 446

Corporate Education: Threat or Opportunity? AAHE-ERIC/Higher Education Research Currents.
ED 214 453

Financial Analysis for Academic Units. AAHE-ERIC/Higher Education Research Report No. 7, 1981.
ED 214 450

Marketing in Higher Education. AAHE-ERIC/Higher Education Research Report No. 5, 1981.
ED 214 445

American Association for the Advancement of the Humanities, Washington, DC. Washington Humanities Forum.
The Career-Related Services of the Learned and Professional Societies in the Humanities and Social Sciences: A Report.
ED 214 809

American Association of Collegiate Registrars and Admissions Officers, Washington, D.C.
The Admission and Academic Placement of Students from Selected South American Countries: Bolivia, Brazil, Paraguay, Uruguay. A Workshop Report, September-October, 1977.
ED 214 451

American Association of Community and Junior Colleges, Washington, D.C.
Proven Partners: Business, Labor, and Community Colleges. AACJC Pocket Reader 1.
ED 214 582

Putting America Back to Work: A Concept Paper.
ED 214 577

Teaching Writing with the Computer as Helper. AACJC Pocket Reader 2.
ED 214 583

American Association of Community and Junior Colleges, Washington, D.C. Energy Communications Center.
Shoulders to the Wheel: Energy-Related College/Business Cooperative Agreements.
ED 214 584

American Association of Retired Persons, Washington, D.C.
The Graying of the College Classroom: Impact of Older People as Peers in the Classroom on Attitudes and on Performance of Undergraduates.

ED 213 885
The Life Cycle: A Suggested Annotated Bibliography of Twentieth-Century American Literature.
ED 213 886

American Association of State Colleges and Universities, Washington, D.C.
The Foundation Handbook: A Private Foundation Approach to Fund Raising at State Colleges and Universities.
ED 214 484
Survey of AASCU Presidential Spouses: Myths and Realities.
ED 214 490

American Educational Research Association, Washington, D.C.
Minorities and Women in Educational Research: Progress Toward Equality. Final Report.
ED 214 836

American Institutes for Research in the Behavioral Sciences, Washington, D.C.
The Language of the Bureaucracy. Document Design Project, Technical Report No. 15.
ED 214 371
Linguistic Theory and the Study of Legal and Bureaucratic Language. Document Design Project, Technical Report No. 16.
ED 214 372
Psycholinguistic Alternatives to Readability Formulas. Document Design Project, Technical Report No. 12.
ED 214 370

American Jewish Committee, New York, N.Y.
American Jewish Year Book, 1982: A Record of Events and Trends in American and World Jewish Life. Volume 82.
ED 215 053//

Andrus Memorial Foundation, Los Angeles, Calif.
The Graying of the College Classroom: Impact of Older People as Peers in the Classroom on Attitudes and on Performance of Undergraduates.
ED 213 885
The Life Cycle: A Suggested Annotated Bibliography of Twentieth-Century American Literature.
ED 213 886

Anne Arundel County Board of Education, Annapolis, Md.
A Report to the Board of Education of Anne Arundel County on the Status of the Schools.
ED 214 937

Appalachian Regional Commission, Washington, D.C.
Blue Ridge Technical College Adult Reading Project.
ED 214 145

Arizona State Dept. of Education, Phoenix.
Community Education, Arizona Style. A First Year Overview for the New Coordinator.
ED 213 981

Physical Education Opportunity Program for Exceptional Learners (PEOPEL): An Administrative Guide for Secondary Schools. Third Edition.

ED 214 317

Physical Education Opportunity Program for Exceptional Learners (PEOPEL): A Teacher's Guide for Secondary Schools. Second Edition.

ED 214 316

Arkansas State Dept. of Education, Little Rock. Div. of Vocational, Technical and Adult Education.

Correlating Vocational Education with Labor Market Needs Through the Internship Program. Exemplary Project and Final Report.

ED 213 948

Association for Asian Studies, Columbus, Ohio. Service Center for Teachers of Asian Studies.

A Cumulative Index for Focus on Asian Studies. Autumn 1971-Spring 1976. Service Center Paper on Asian Studies, No. 12.

ED 214 829

Association for Science Education, Cambridge (England).

Science in Society, Omnibus Pack, Readers A-L.''

ED 214 753//

Science in Society, Teacher's Guide.

ED 214 754//

Association for the Education of Teachers in Science.

An Analysis of the Secondary School Science Curriculum and Directions for Action in the 1980's. 1982 AETS Yearbook.

ED 214 759

Association of California Community Coll. Administrators.

Proposition 13: Its Effects on the Missions of the California Community College System Reviewed with Recommendations for the Future and Perceptions of the Management Rights Clause by Managers in CCC's California Community Colleges . Management Report, 1981-2/3.

ED 214 561

What Is a Confidential Employee? Management Report 1981-2/5.

ED 214 607

Association of Canadian Medical Colleges, Ottawa (Ontario).

Canadian Medical Education Statistics, 1980/81 Statistiques Relatives a l'enseignement Medical au Canada.

ED 214 421

Association of Community Coll. Trustees, Annandale, Va.

Putting America Back to Work: A Concept Paper.

ED 214 577

Association of Instructional Resource Centers for the Visually Handicapped, Columbus, OH.

Accessing Resources for School-Age Visually Handicapped Students: A Resource Book. No. 408.

ED 214 346

Association of Research Libraries, Washington, D.C.

ARL Annual Salary Survey, 1981.

ED 214 524

Association of Research Libraries, Washington, D.C. Office of Management Studies.

Executive Review in ARL Libraries. SPEC Kit #72.

ED 214 532

External User Services. SPEC Kit #73.

ED 214 533

Fees for Service. SPEC Kit #74.

ED 214 534

Internships and Job Exchanges: Internships in ARL Libraries. SPEC Kit No. 79.

ED 214 535

Online Bibliographic Search Services. SPEC Kit No. 76.

ED 214 536

Recruitment and Selection Practices in ARL Libraries. SPEC Kit #78.

ED 214 537

Salary Compensation Systems for Librarians: A Study of Ten Members of the Association of Research Libraries. Occasional Paper Number 5.

ED 214 542

Staff Development. SPEC Kit #75.

ED 214 538

The Status of Librarians in ARL Libraries: An Overview. SPEC Kit #61.

ED 214 539

The Use of Small Computers in ARL Libraries. SPEC Kit #77.

ED 214 540

User Surveys and Evaluation of Library Services. SPEC Kit #71.

ED 214 541

Association of School Business Officials of the United States and Canada, Park Ridge, IL. Research Corp.

Negotiations and the Manager in Public Education. A Sourcebook for School Business Officials, School Board Members and Other School Administrators.

ED 214 230

A Wage and Salary Program Based on Position Evaluations for Administrative and Supervisory Personnel.

ED 214 231

Association of Vice-Principals of Colleges, Maidenhead (England).

The Management of Quality in Further Education: A Report on the Proceedings of the AVPC Autumn General Meeting, (Berkshire, England, 20 November 1981).

ED 214 437

AUI Policy Research, Washington, DC.

Utilization and Effects of Alternative Measures of Comparability: Executive Summary.

ED 214 953

Austin Independent School District, Tex. Office of Research and Evaluation.

A Cause for National Pause: Title I Schoolwide Projects.

ED 214 996

Australian Schools Commission, Canberra.
Evaluation of Educational Innovations.

ED 214 946

AVANTE International Systems Corp., San Antonio, TX.
Alcoholism and the Hispanic: A Mutual Concern El Alcoholismo y Los Hispanos Una Preocupacion Nacional. Proceedings of the National Hispanic Conference on Alcoholism (San Antonio, Texas, September 7-10, 1981).

ED 214 710

Bakersfield Coll., Calif.
Fall 1980 to Fall 1981 Enrollment Comparisons Based on First Census.

ED 214 560

Bath Univ. (England).
Undergraduate Project Work.

ED 214 439

Undergraduate Project Work. Part I: The Report and Part II: Questionnaire Responses.

ED 214 440

Battelle Memorial Inst., Columbus, Ohio. Columbus Labs.
Coordination of NSF Projects in the Area of Continuing Education for Scientists and Engineers.

ED 214 789

Bergen County Special Services School District, Paramus, N.J.
Resource Allocation and Evaluation Model for Providing Services to the Multiply Handicapped in the Bergen County Special Services School District.

ED 214 335

Berks Vocational-Technical School, Reading, PA.
In-Service Training for Instructors Designed to Build the Necessary Skills Needed to Plan, Develop, and Implement Competency-Based Vocational Education. Final Report (July 1, 1980-June 30, 1981).

ED 213 823

Bernard Van Leer Foundation, The Hague (Netherlands).
A Follow-up Study on Perach Children Two Years After Tutoring.

ED 214 760

Integrated and Early Childhood Education: Preparation for Social Development.

ED 214 684

Integrated and Early Childhood Education: Preparation for Social Development. Summary Report and Conclusions, Eastern Hemisphere Seminar (2nd, Salisbury, Zimbabwe, February 24-March 7, 1981).

ED 214 625

Integrated and Early Childhood Education: Preparation for Social Development. Summary Theme C: Alternatives in Training and Implications for Self-Help.

ED 214 688

Integrated and Early Childhood Education: Preparation for Social

Development. Theme A: Relevant Provision for Early Childhood.
ED 214 685

Integrated and Early Childhood Education: Preparation for Social Development. Theme A: Relevant Provision for Early Childhood.
ED 214 687

Integrated and Early Childhood Education: Preparation for Social Development. Theme B: Home and School - Contrasting Cultures.
ED 214 686

Integrated and Early Childhood Education: Preparation for Social Development. Theme D: Looking Forward - Integrated Participation in Processes of Change.
ED 214 689

Servol: An Education and Community Development Project in Trinidad. Advisory Mission Report, October 11-18, 1981.
ED 213 973

Biological Sciences Curriculum Study, Boulder, Colo.
Evaluation of the BSCS Human Sciences Program.
ED 214 805

Biological Sciences Curriculum Study, Louisville, Colo. Center for Educational Research and Evaluation.
The Status of Middle School and Junior High School Science, Volume II: Technical Report.
ED 214 779

Blue Ridge Technical Coll., Flat Rock, NC.
Blue Ridge Technical College Adult Reading Project.
ED 214 145

Boys Town Center for The Study of Youth Development, Neb.
A School Transfer Typology: Implications for New Theory, Revised Research Design, and Refocused School Policy and Practice.
ED 214 241

Brandeis Univ., Waltham, Mass. Florence Heller Graduate School for Advanced Studies in Social Welfare.
Focusing Better on Youth: Legislative Recommendations from the Field. A Report from the National Youth Practitioners' Network.
ED 213 989

Brigham Young Univ., Provo, Utah.
Catastrophe Models: Some Illustrations and Potential for Social Impact Assessment.
ED 214 691

British Columbia Dept. of Education, Victoria. Curriculum Development Branch.
Secondary Physical Education Curriculum and Resource Guides. 1980.
ED 214 858

Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Model Demonstration Program for Preschool and Early Education of Handicapped Children in a Public School. Third Annual Program Performance Report.
ED 214 362

Project SETT-UP: Special Education via Telecommunications, Teacher Upgrade. Five Year Report, June 1, 1976-August 31, 1981.
ED 214 331

Using Administrative Tactics to Introduce Curriculum Innovation.
ED 214 310

Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Innovation and Development.
The Acquisition of Consultation Skills by Means of Two Simulation Techniques for Regular Class Teachers Engaged in Joint Planning of Educational Programs for Learning Disabled Children. Final Performance Report.
ED 214 341

Bureau of National Affairs, Inc., Washington, D.C.
Special Report: Labor Relations in Elementary and Secondary Education, 1980-1981. Government Employee Relations Report.
ED 214 313//

Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
A Personnel Exchange Model for Vocational Education, Business, and Industry. Skills/Experience Exchange Program. Project Report.
ED 213 984

Bureau of the Census (DOC), Suitland, Md. Population Div.
Characteristics of American Children and Youth: 1980. Current Population Reports, Special Studies Series P-23, No. 114.
ED 214 852

California Advisory Council on Vocational Education, Sacramento.
Horizon: An Overview of Vocational Education and Employment Training Services for Limited-English Proficient Persons in California.
ED 213 983

California Community Colleges, Sacramento. Office of the Chancellor.
Analysis of Tuition and Fees.
ED 214 598

Report to the Legislature on the Educational and Fiscal Effects of Independent Study.
ED 214 552

California School Boards Association, Sacramento.
How to Evaluate Your School Instructional Program. Curriculum Is a Board Member Responsibility.
ED 214 232

California State Dept. of Education, Sacramento. Bureau of Business Education.
Marketing and Distributive Education. Community/Work-Based Programs. An Instructor's Guide to Program Strategies. Cooperative Vocational Education; Vocational Work Experience Education; Community Classroom.
ED 213 946

California State Dept. of Education, Sacramento. Office of Education Data Management Systems.
CBEDS Data Users' Guide (1981 Data).
ED 214 264

California State Library, Sacramento.
Intergenerational Programming in Libraries: A Manual Based on the Experiences of the South Bay Cooperative Library System.
ED 214 528

California State Postsecondary Education Commission, Sacramento.
California College-Going Rates and Community College Transfers: 1980 Update.
ED 214 589

Linking Californians for Learning: Next Steps for Telecommunications in California Postsecondary Education. Commission.Report 81-28.
ED 214 530

California Univ., Los Angeles. Center for the Study of Evaluation.
Defensible Educational Goals and Needs-Assessment Strategies. Studies in Evaluation and Decision Making. Work Unit 3: Philosophic Inquiry into Evaluation.
ED 214 949

Defining Writing: Effects of Discourse and Response Mode.
ED 214 168

Evaluation Design Project: School District Organization Study. Annual Report.
ED 214 297

Evaluation Technologies Program: Evaluation Practices. Field Draft of Leader's Package, CSE Workshop Series.
ED 214 941

Evaluation Workshop I: An Orientation. New Edition.
ED 214 955

Evaluation Workshop III: Program and Evaluation Planning. Participant Notebook. New Edition.
ED 214 957

Evaluation Workshop II: Needs Assessment, Preliminary Version. Participant's Notebook and Leader's Manual.
ED 214 956

Evaluation Workshop IV: Implementation Evaluation.
ED 214 958

Evaluation Workshop VI: Summative Evaluation. New Edition
ED 214 960

Evaluation Workshop V: Progress Evaluation. Team Notebook.
ED 214 959

Qualitative Studies in Context: Reflections on the CSE Studies of Evaluation Use.
ED 214 978

Studies in Bilingual Evaluation, Work Unit I: Bilingual Prediction Project. Final Report.
ED 214 954

Test Design Project: Studies in Test Adequacy. Annual Report.
ED 214 944

Test Use in Schools. Studies in Measurement and Methodology, Work Unit 4.

ED 214 951

California Univ., Los Angeles. Chicano Studies Center.
U.S. Hispanic Materials and the Library of Congress, 1960-1980.

ED 214 716

California Univ., Los Angeles. Graduate School of Education
Assessing Attitudinal Congruency: A Case for Absolute (As Well As Relative) Indices. A Study of Schooling in the United States. Technical Report Series, No. 12.

ED 214 882

A Causal Analysis of Satisfaction, Performance, Work Environment and Leadership in Selected Secondary Schools. A Study of Schooling in the United States. Technical Report Series, No. 31

ED 214 898

The Contextual Correlates of the Relative Expenditures of Classroom Time on Instruction and Behavior: An Exploratory Study of Secondary Schools and Classes. A Study of Schooling in the United States. Technical Report Series, No. 26.

ED 214 894

Development and Psychometric Analyses of Major Scales Utilized in A Study of Schooling. A Study of Schooling in the United States. Technical Report Series, No. 4.

ED 214 874

An Examination of the Viability of Class Climate as a Useful Construct in Secondary Schools. A Study of Schooling in the United States. Technical Report Series, No. 23.

ED 214 891

Experiencing Research. A Study of Schooling in the United States. Technical Report Series, No. 8.

ED 214 878

Functions of Schooling: Perceptions and Preferences of Teachers, Parents and Students. A Study of Schooling in the United States. Technical Report Series, No. 10.

ED 214 880

Global Education. A Study of Schooling in the United States. Technical Report Series, No. 20.

ED 214 889

An Inter-Observer Reliability Study of the SRI Observation System as Modified for Use in a Study of Schooling. A Study of Schooling in the United States. Technical Report Series, No. 27

ED 214 895

Item Variance Components and Units-of-Analysis in a Measure of Classroom Climate. A Study of Schooling in the United States. Technical Report Series, No. 7.

ED 214 877

Limiting Opportunity: Student Race and Curricular Differences in Secondary Vocational Education. A Study of Schooling in the United States. Technical Report Series, No. 28.

ED 214 896

The Methodology of Classroom Observation in a Study of Schooling. A Study of Schooling in the United States. Technical Report Series, No. 5.

ED 214 875
Mexican-American and Anglo-American Student Perceptions of the Learning Environment of the Classroom. A Study of Schooling in the United States. Technical Report Series, No. 22.

ED 214 890
Parents and Their Children: A Study of Congruence on Attitudes About School. A Study of Schooling in the United States. Technical Report Series, No. 13.

ED 214 883
Psychometric Implications of the Unit-of-Analysis Problem'' (With Examples from the Measurement of Organizational Climate). A Study of Schooling in the United States. Technical Report Series, No. 3.

ED 214 873
The Public School as Workplace: The Principal as a Key Element in Teacher Satisfaction. A Study of Schooling in the United States. Technical Report Series, No. 32.

ED 214 899
A Question of Access: Tracking and Curriculum Differentiation in a National Sample of English and Mathematics Classes. A Study of Schooling in the United States. Technical Report Series, No. 24.

ED 214 892
Some Methodological Issues in Developing Measures of Classroom Learning Environment. A Study of Schooling in the United States. Technical Report Series, No. 6.

ED 214 876
State and District Curriculum Guides: One Aspect of the Formal Curriculum. A Study of Schooling in the United States. Technical Report Series, No. 9.

ED 214 879
A Study of Schooling: Methodology. A Study of Schooling in the United States. Technical Report Series, No. 2.

ED 214 872
A Study of Schooling: Series of Introductory Descriptions. Reprinted from the Phi Delta Kappan. A Study of Schooling in the United States. Technical Report Series, No. 1.

ED 214 871//
Teacher Perceived Sources of Influence on What is Taught in Subject Areas. A Study of Schooling in the United States. Technical Report Series, No. 15.

ED 214 885
Teachers' Educational Beliefs. A Study of Schooling in the United States. Technical Report Series, No. 14.

ED 214 884
Teachers' Perceptions of Their Own Influence Over School Policies and Decisions. A Study of Schooling in the United States. Technical Report Series, No. 16.

ED 214 886
Teaching and Learning. A Study of Schooling in the United States. Technical Report Series, No. 16.

ED 214 888

Tracking Policies and Practices: School By School Summaries. A Study of Schooling in the United States. Technical Report Series, No. 25.
ED 214 893

Variety and Intensity of School-Related Problems as Perceived by Teachers, Parents and Students. A Study of Schooling in the United States. Technical Report Series, No. 17.
ED 214 887

What You See is What You Get: A Summary of Observations in Over 1000 Elementary & Secondary Classrooms. A Study of Schooling in the United States. Technical Report Series, No. 29.
ED 214 897

208 English Teachers. A Study of Schooling in the United States. Technical Report Series, No. 11.
ED 214 881

California Univ., Los Angeles. Office of Undergraduate Programs.
The UCLA Community College Student Survey Project.
ED 214 547

California Univ., Santa Barbara.
Individual Differences in Comprehension of Multiple Episode Stories.
ED 214 136

Canadian Council of Teachers of English.
Reinventing the Rhetorical Tradition.
ED 214 162//

Canadian Mental Health Association, Ottawa (Ontario).
Preventative Mental Health Programs and School Systems: A Review of the Literature.
ED 214 073

Canadian Social Science and Humanities Research Council, Ottawa (Ontario).
Reminiscence and Its Relationship to the Psychological Adjustment of the Elderly.
ED 214 053

Canadian Teachers' Federation, Ottawa (Ontario).
Teacher and Administrator Evaluation. Bibliographies in Education, No. 74.
ED 214 900

The Teaching of French as a Second Language. A Position Paper Developed by the CTF Commission on French as a Second Language.
ED 214 399

Carnegie Corp. of New York, N.Y.
A Question of Access: Tracking and Curriculum Differentiation in a National Sample of English and Mathematics Classes. A Study of Schooling in the United States. Technical Report Series, No. 24.
ED 214 892

Carnegie Foundation for the Advancement of Teaching.
Basic Skills Assessment in South Carolina: How Progressive an Approach to Minimum Competency Testing? National Consortium on Testing Staff Circular No. 8.
ED 214 973

Center for Applied Linguistics, Washington, D.C.
Analysis of Dialogue Journal Writing as a Communicative Event. Final Report. Volume I.
ED 214 196

Analysis of Dialogue Journal Writing as a Communicative Event. Final Report. Volume II.

ED 214 197

Center for Applied Linguistics, Washington, D.C. Language and Orientation Resource Center.

A Future for Us All. A Resource Guide for Refugee Women's Program Development.

ED 214 405

Social Adaptation of Refugees. A Guide for Service Providers.

ED 214 404

Teaching English to Haitians. Refugee Education Guide. General Information Series #26.

ED 214 406

Center for Excellence, Inc., Williamsburg, VA.

Project SETT-UP: Special Education via Telecommunications, Teacher Upgrade. Five Year Report, June 1, 1976-August 31, 1981.

ED 214 331

Center for Informative Evaluation, Tucson, AZ.

The Indian Family Foundation for the Future. Report of the National Indian Child Conference (3rd, Albuquerque, New Mexico, May 17-21, 1981).

ED 214 733

Center for Occupational Research and Development, Inc., Waco, Tex.

Agribusiness Safety. Module SH-15. Safety and Health.

ED 213 849

Agricultural Chemical and Pesticide Hazards. Module SH-50. Safety and Health.

ED 213 884

Business and Office Safety. Module SH-11. Safety and Health.

ED 213 845

Chemical Hazards and Waste Disposal Safety and Health. Module SH-46. Safety and Health.

ED 213 880

Coast Guard Regulations Applied to Offshore Drilling. Module SH-45. Safety and Health.

ED 213 879

Development of Safety and Health Instructional Materials. Final Report.
ED 213 827

Electrical Power Transmission and Distribution Safety. Module SH-40. Safety and Health.
ED 213 874

Establishing a Company Safety and Health Program. Module SH-49. Safety and Health.
ED 213 883

Excavating, Trenching, and Shoring Safety. Module SH-38. Safety and Health.
ED 213 872

Exhaust, Dust Collection and Ventilation Systems. Module SH-44. Safety and Health.
ED 213 878

Fire Prevention and Emergency Procedures. Module SH-05. Safety and Health.
ED 213 839

First Response to Medical Emergencies. Module SH-04. Safety and Health.
ED 213 838

Fundamentals of Electrical Safety. Module SH-03. Safety and Health.
ED 213 837

Hazardous Materials Safety. Module SH-29. Safety and Health.
ED 213 863

Industrial Sanitation and Personal Facilities. Module SH-13. Safety and Health.
ED 213 847

Ionizing and Nonionizing Radiation Protection. Module SH-35. Safety and Health.
ED 213 869

Ladder and Scaffolding Safety. Module SH-22. Safety and Health.
ED 213 856

Machine and Woodworking Tool Safety. Module SH-24. Safety and Health.
ED 213 858

Marine and Longshoring Safety. Module SH-21. Safety and Health.
ED 213 855

Material Hoist Safety. Module SH-16. Safety and Health.
ED 213 850

Materials Handling. Module SH-01. Safety and Health.
ED 213 835

Mechanized Off-Road Equipment Safety. Module SH-17. Safety and Health.
ED 213 851

OSHA Training Programs. Module SH-48. Safety and Health.
ED 213 882

Overcurrent and Electrical Shock Protection. Module SH-31. Safety and Health.
ED 213 865

Personal Protective Equipment. Module SH-12. Safety and Health.
ED 213 846

Precautions for Explosive Materials. Module SH-20. Safety and Health.
ED 213 854

Recognizing Job Health Hazards. Module SH-08. Safety and Health.
ED 213 842

Recognizing Job Safety Hazards. Module SH-09. Safety and Health.
ED 213 843

The Role of OSHA in Safety and Health. Module SH-02. Safety and Health.
ED 213 836

Safe Handling and Use of Flammable and Combustible Materials. Module SH-30. Safety and Health.
ED 213 864

Safe Operation of Commercial Vehicles. Module SH-18. Safety and Health.
ED 213 852

Safety and Concrete, Forms, and Shoring. Module SH-37. Safety and Health.
ED 213 871

Safety and Health for Agriculture and Agribusiness Operations. An Instructor Resource Guide.
ED 213 828

Safety and Health for Allied Health Occupations. An Instructor Resource Guide.
ED 213 830

Safety and Health for Business and Office Education. An Instructor Resource Guide.
ED 213 831

Safety and Health for Marketing and Distributive Education. An Instructor Resource Guide.
ED 213 829

Safety and Health for Technical Education. An Instructor Resource Guide.
ED 213 833

Safety and Health for Trade and Industrial Education. An Instructor Resource Guide.
ED 213 834

Safety and Health for Vocational Home Economics Education. An Instructor Resource Guide.
ED 213 832

Safety and Health in Vocational Education. Module SH-47. Safety and Health.
ED 213 881

Safety Features for Floor and Wall Openings and Stairways. Module SH-36. Safety and Health.
ED 213 870

Safety Features of Material and Personnel Movement Devices. Module

SH-25. Safety and Health.
ED 213 859

Safety for Compressed Gas and Air Equipment. Module SH-26. Safety and Health.
ED 213 860

Safety Guards for Machinery. Module SH-34. Safety and Health.
ED 213 868

Safety in Elevators and Grain Handling Facilities. Module SH-27. Safety and Health.
ED 213 861

Safety Practices for Commercial Diving. Module SH-43. Safety and Health.
ED 213 877

Safety Practices for Demolition Procedures. Module SH-41. Safety and Health.
ED 213 875

Safety Signs, Tags, and Color Codes. Module SH-07. Safety and Health.
ED 213 841

Safety with Hand and Portable Power Tools. Module SH-14. Safety and Health.
ED 213 853

Safe Use of Powered Industrial Trucks. Module SH-42. Safety and Health.
ED 213 876

Steel Erection Safety. Module SH-39. Safety and Health.
ED 213 873

Structural Egress and Emergency Procedures. Module SH-10. Safety and Health.
ED 213 844

Using Ropes, Chains and Slings Safely. Module SH-14. Safety and Health
ED 213 848

Vibration and Noise Control. Module SH-33. Safety and Health.
ED 213 867

Walking and Working Surfaces. Module SH-06. Safety and Health.
ED 213 840

Warehousing Storage and Retrieval Safety. Module SH-23. Safety and Health.
ED 213 857

Welding, Cutting and Brazing Safety. Module SH-28. Safety and Health.
ED 213 862

Working Safety in Confined Spaces. Module SH-32. Safety and Health.
ED 213 866

Center for the Study of Community Colleges, Los Angeles, Calif.
Science Education for Women and Minorities in an Urban Community College. Topical Paper Number 75.
ED 214 578

Central Union for Child Welfare in Finland, Helsinki.
Roots of Traditional Personality Development Among the Zaramo in

Coastal Tanzania.
ED 214 623//

Chamber of Commerce of the United States, Washington, D.C.
Management Attitudes toward Productivity.
ED 213 922//

Productivity, People, and Public Policy.
ED 213 923

Workers' Attitudes toward Productivity. A New Survey.
ED 213 921//

Charleston Higher Education Consortium, NC.
A Model Continuing Education Needs Assessment/Response System in Science and Engineering. Summary Report.
ED 214 790

Chicago City Colleges, IL. Center for the Improvement of Teaching and Learning.
The Center for the Improvement of Teaching and Learning: Exploring New Directions in Community College Research.
ED 214 573

Chicago City Colleges, Ill.
Mastery Learning Conference (2nd, Chicago, Illinois, May 27-29, 1981). Summary.
ED 214 606

Child Research Service, Inc., New York, N.Y.
Television Advertising and Children: Issues, Research and Findings.
ED 214 645

Child Welfare League of America, Inc., New York, N.Y.
Annual Salary Study and Survey of Selected Personnel Issues, 1981. A Report on Administrative and Professional Staff and Salaries in Voluntary CWLA Member Agencies.
ED 214 624//

City Univ. of New York, NY. Baruch Coll. Office of Institutional Research.
Baruch College Annual Alumni Survey, Class of 1978.
ED 214 458

Baruch College Annual Freshmen Survey, Fall 1980.
ED 214 459

City Univ. of New York, N.Y. Center for Advanced Study in Education.
Fear of Success and Achievement Anxiety in Reentry Versus Non-Reentry Women.
ED 214 479

City Univ. of New York, N.Y. Centro de Estudios Puertorriquenos.
No Case for Convergence: The Puerto Rican Spanish Verb System in a Language Contact Situation. Centro Working Papers 5.
ED 214 386

Sometimes I'll Start a Sentence in Spanish Y TERMINO EN ESPANOL'': Toward a Typology of Code-Switching. CENTRO Working Papers, No. 4.
ED 214 394

City Univ. of New York, N.Y. Hunter Coll.

Barriers and Supports in the Job Search: Preliminary Findings from a Survey of Older Job Seekers.
ED 214 074

Clark County School District, Las Vegas, Nev.
Bienvenido Bilingual Education Project: End of Year Report, Fiscal Year 1981.
ED 215 024

Desegregation Report: 1981.
ED 215 022

Evaluation Report: ESEA Title I Projects, Fiscal Year 1981.
ED 215 023

Executive Abstracts, 1980-81.
ED 215 018

The Influence of Student Characteristics on Absentee Patterns: Ninth Graders, 1979-80.
ED 215 019

Cleveland Public Schools, Ohio. Dept. of Research, Development and Evaluation.
Title I Elementary and Secondary Act, 1965. Evaluation Reports, 1980-1981.
ED 215 037

College Entrance Examination Board, New York, N.Y.
The CSS Guide to Implementing Financial Aid Data Processing Systems.
ED 214 478

Internal Construct Validity of the Career Skills Assessment Program.
ED 214 987

Measurement Error and SAT Score Change.
ED 214 984

College of the Mainland, Texas City, Tex.
Strategic Planning: The Long Range Future of Community Colleges. A Report by the Projections Committee on Accreditation Reaffirmation at the College of the Mainland. Part I.
ED 214 601

Colorado State Dept. of Education, Denver.
Colorado's Alternative School Calendar Program and the Four Day Week.
ED 214 719

Colorado Univ., Boulder. Center for Bilingual Multicultural Education Research and Service.
Center for Bilingual Multicultural Education Research and Service. Monograph Series, Vol. 1 No. 3.
ED 214 732

Commission Interuniversitaire Suisse de Linguistique Appliquee (Switzerland).
Attitudes Linguistiques: Resultats d'une enquete (Language Attitudes: Results of an Investigation).
ED 214 368

Evolution de la notion d'acceptabilite a travers les niveaux de langue chez des enfants de 6 a 11 ans (Evolution of the Notion of

Acceptability across Language Levels among Children Aged Six to Eleven).

ED 214 367

Commission on Civil Rights, Washington, D.C.
The Federal Response to Domestic Violence. A Report of the United States Commission on Civil Rights.

ED 215 048

Indian Tribes: A Continuing Quest for Survival. A Report of the United States Commission on Civil Rights.

ED 214 711

Community Coll. Humanities Assoc., Cranford, N.J.
The Review and Proceedings of the Community College Humanities Association, Number 3.

ED 214 569

Community Coll. Productivity Center, Dallas, TX.
Productivity in Community College Programs: A Technique for Determining Relative Efficiency.

ED 214 571

Community Service Society of New York, N.Y.
A Partnership of Caring: A Blueprint for Social Action.

ED 214 082

Congress of the U.S., Washington, D.C.
Inter-American Foundation: Annual Report, 1981 (October 1, 1980-September 30, 1981).

ED 215 026

Congress of the U.S., Washington, D.C. Congressional Budget Office.
Improving Youth Employment Prospects: Issues and Options. A CBO Study.

ED 213 974

Congress of the U.S., Washington, D.C. House.
Medicaid Cutbacks on Infant Care. Hearing Before the Subcommittee on Oversight and Investigations and the Subcommittee on Health and Environment of the Committee on Energy and Commerce, House of Representatives, Ninety-Seventh Congress, First Session (July 27, 1981).

ED 214 642

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.
The Attorney General's Asbestos Liability Report to the Congress. Pursuant to Section 8(b) of the Asbestos School Hazard Detection and Control Act of 1980. Committee Print, Ninety-Seventh Congress, First Session.

ED 214 256

Hearings on Reauthorization of the Vocational Education Act of 1963. Part 4: Bilingual Vocational Training. Hearing Before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-Seventh Congress. First Session on H.R. 66 (October 14, 1981).

ED 213 971

Hearings on Reauthorization of the Vocational Education Act of 1963. Part 5: National Institute of Education Study. Hearing Before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-Seventh Congress. First Session on H.R. 66 (October 21, 1981).

ED 213 972

Congress of the U. S., Washington, D. C. House Committee on Government Operations.

Youth Conservation Corps and Young Adult Conservation Corps. Hearings before a Subcommittee of the Committee on Government Operations, House of Representatives. Ninety-Seventh Congress, First Session (June 25 and July 17, 1981).

ED 213 975

Congress of the U.S., Washington, D.C. House Committee on Science and Technology.

Effects of Prescription Drugs During Pregnancy. Hearing Before the Subcommittee on Investigations and Oversight of the Committee on Science and Technology, U.S. House of Representatives, Ninety-Seventh Congress, First Session (July, 30, 1981).

ED 214 658

Congress of the U.S., Washington, D.C. House Committee on Veterans' Affairs.

Readjustment Counseling Programs for Vietnam Veterans. Hearing Before the Subcommittee on Hospitals and Health Care of the Committee on Veterans' Affairs, House of Representatives, Ninety-Seventh Congress, First Session. Parts I and II.

ED 214 482

Congress of the U.S., Washington, D.C. Office of Technology Assessment.

Computer-Based National Information Systems. Technology and Public Policy Issues.

ED 214 500

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

Missing Children. Hearing Before the Subcommittee on Investigations and General Oversight of the Committee on Labor and Human Resources, United States Senate, Ninety-Seventh Congress, First Session (October 6, 1981).

ED 214 671

Connecticut State Board of Education, Hartford.

A Guide to Curriculum Development in Career Education.

ED 213 982

A Guide to Curriculum Development in Health and Safety.

ED 214 929

Connecticut State Dept. of Education, Hartford.

A Guide to Curriculum Development in Physical Education.

ED 214 911

Connecticut State Dept. of Education, Hartford. Bureau of Elementary and Secondary Education.

A Guide to Curriculum Development in Mathematics.
ED 214 800

A Guide to Curriculum Development in Social Studies.
ED 214 849

Coos Bay School District, Oreg.
The American Indian Social Studies Curriculum Activity Guide, K-6.
ED 214 736

Corporation for Public Broadcasting, Washington, D.C. Office of Communication Research.
Public Television and Public Radio Awareness, Viewing and Listening, On-Air Fund Raising, 1981.
ED 214 225

Council for the Advancement and Support of Education, Washington, D.C.
How to Work Effectively with Alumni Boards.
ED 214 434

Council of Ontario Universities, Toronto.
Federal-Provincial Relations and Support for Universities.
ED 214 441

Council of Ontario Universities, Toronto. Research Div.
Revenue and Expenses of Ontario Universities, 1980-81. Volume II Affiliated and Federated Colleges and Universities.
ED 214 414

Revenue and Expenses of Ontario Universities, 1980-81. Volume III Operating Fund Net Change in Appropriated Reserves and Unappropriated Funds.
ED 214 415

Revenue and Expenses of Ontario Universities, 1980-81. Volume I Universities.
ED 214 413

Revenue and Expenses of Ontario Universities, 1980-81. Volume IV Physical Plant Operating Expenses.
ED 214 416

Council on Library Resources, Inc., Washington, D.C.
The Committee on Production Guidelines for Book Longevity: Interim Report on Book Paper.
ED 214 525

Indexing in Art and Architecture: An Investigation and Analysis. Report to the Council on Library Resources.
ED 214 497

Council on Social Work Education, New York, N.Y.
Primary Prevention in Mental Health and Social Work: A Sourcebook of Curriculum and Teaching Materials.
ED 214 423

Research Utilization in Social Work Education.
ED 214 810

Curriculum Research and Development Center in Mental Retardation, New York, NY.
Using Administrative Tactics to Introduce Curriculum Innovation.

ED 214 310

Dallas Independent School District, Tex. Dept. of Research and Evaluation.
Evaluation of the 1979-80 Title-I Migrant Tutoring Program.

ED 214 746

Danforth Foundation, St. Louis, Mo.
The Career-Related Services of the Learned and Professional Societies in the Humanities and Social Sciences: A Report.

ED 214 809

Dare County Board of Education, Manteo, N.C.
Cape Hatteras Lighthouse, Project CAPE Teaching Module, Publication 3-4a.

ED 214 792

Daytona Beach Community Coll., FL.
Center for Small Business Annual Report.

ED 214 595

Older Persons in Small Business Project: Final Report.

ED 214 596

Denver Univ., Colo. Center for Teaching International Relations.
Conflict Activity Cards.

ED 214 844

Skills for the Future.

ED 214 848

Teaching about Conflict: Northern Ireland. Cultural Studies Series, Volume 5.

ED 214 843

Teaching about Population Issues.

ED 214 842

Teaching about the Consumer and the Global Marketplace. Grades 4-12, Global Awareness Series.

ED 214 840

Teaching Consumer Skills and How to Survive in America.

ED 214 847

Teaching Energy Awareness. Environmental Education Series.

ED 214 841

Teaching Global Awareness Using the Media. Grades 6-12, Global Awareness Series.

ED 214 839

Teaching Global Awareness with Simulations and Games. Grades 6-12. Global Awareness Series.

ED 214 838

Teaching Writing Skills: Global Issues. Skills Series, Volume 3.

ED 214 846

Values and Music: Some Comparisons Between the U.S. and China and Japan. An Experimental Unit.

ED 214 845

Denver Univ., Colo. Graduate School of International Studies.
Conflict Activity Cards.

ED 214 844
Teaching about Conflict: Northern Ireland. Cultural Studies Series, Volume 5.

ED 214 843
Teaching about the Consumer and the Global Marketplace. Grades 4-12, Global Awareness Series.

ED 214 840
Teaching Energy Awareness. Environmental Education Series.

ED 214 841
Teaching Global Awareness Using the Media. Grades 6-12, Global Awareness Series.

ED 214 839
Values and Music: Some Comparisons Between the U.S. and China and Japan. An Experimental Unit.

ED 214 845

Denver Univ., Colo. School of Education.
Conflict Activity Cards.

ED 214 844
Teaching about Conflict: Northern Ireland. Cultural Studies Series, Volume 5.

ED 214 843
Teaching about the Consumer and the Global Marketplace. Grades 4-12, Global Awareness Series.

ED 214 840
Teaching Energy Awareness. Environmental Education Series.

ED 214 841
Teaching Global Awareness Using the Media. Grades 6-12, Global Awareness Series.

ED 214 839
Values and Music: Some Comparisons Between the U.S. and China and Japan. An Experimental Unit.

ED 214 845

Department of Agriculture, Washington, D.C.
Integrated Nutrition Education Junior High.

ED 214 661
The Message Transferred. A Record of Data Feedback Procedures to Interested Agency Clienteles and County Citizens as Part of the Human Service Agencies' Collaboration in the Delivery of Services and Amenities to Rural Citizens in Clinton County, New York.

ED 214 728

Department of Commerce, Washington, D.C.
Project SETT-UP: Special Education via Telecommunications, Teacher Upgrade. Five Year Report, June 1, 1976-August 31, 1981.

ED 214 331

Department of Education, Washington, D.C.
Early Intervention for High Risk Infants and Their Adolescent Mothers. Progress Report for Second Year, July 1, 1980-June 30, 1981.

ED 214 330

Evaluation of the Special Services for Disadvantaged Students (SSDS) Program: 1979-80 Academic Year.
ED 214 412

Federal Nondiscrimination Regulations: A Procedural Compliance Handbook. Draft.
ED 215 007

Identifying Low Income, Minority, Gifted and Talented Youngsters.
ED 214 328

Intergenerational Programming in Libraries: A Manual Based on the Experiences of the South Bay Cooperative Library System.
ED 214 528

Teaching about the Consumer and the Global Marketplace. Grades 4-12, Global Awareness Series.
ED 214 840

Technical Status Report on Staff Development. Final Report.
ED 214 863

Title I Children's Program: Learning to Read through the Arts. Final Evaluation Report, 1980-1981.
ED 215 067

Title I Elementary and Secondary Act, 1965. Evaluation Reports, 1980-1981.
ED 215 037

Title I, Today: A Factbook. A Descriptive Summary of Title I (Financial Assistance to Meet Special Educational Needs of Children) of the Elementary and Secondary Education Act.
ED 215 042

Department of Education, Washington, D.C. Office of Planning, Budget, and Evaluation.

Effectiveness of Bilingual Education: A Review of the Literature. Final Draft Report.
ED 215 010

Department of Energy, Washington, D.C.

Shoulders to the Wheel: Energy-Related College/Business Cooperative Agreements.
ED 214 584

Department of Health and Human Services, Washington, D.C.

Project SETT-UP: Special Education via Telecommunications, Teacher Upgrade. Five Year Report, June 1, 1976-August 31, 1981.
ED 214 331

Department of Health, Education, and Welfare, Washington, D.C.

Effects of Postsecondary Experiences on Aspirations, Attitudes, and Self-Conceptions.
ED 214 430

Utilization and Effects of Alternative Measures of Comparability: Executive Summary.
ED 214 953

Department of Justice, Washington, D.C. Civil Rights Div.

The Future Direction of Correctional Services for Adult Offenders.

ED 215 054

Department of Justice, Washington, D.C. National Inst. of Justice.
Employment and Crime: A Review of Theories and Research.

ED 213 980

Department of Labor, Washington, D.C.
Focusing Better on Youth: Legislative Recommendations from the Field. A Report from the National Youth Practitioners' Network.

ED 213 989

Department of National Health and Welfare, Ottawa (Ontario).
Preventative Mental Health Programs and School Systems: A Review of the Literature.

ED 214 073

Department of State, Washington, D.C.
The Admission and Placement of Students from Latin America: A Workshop Report. Brazil, Central America, (Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua, Panama), Colombia, Venezuela.

ED 214 449

Department of State, Washington, DC. Office of the U.S. Coordinator for Refugee Affairs.
Information Services Assessment Report: Indochinese Refugee Resettlement Program.

ED 215 003

The Resettlement of Indochinese Refugees in the United States: A Selected Bibliography.

ED 215 004

Des Moines Area Community Coll., Ankeny, Iowa.
The Design of an Extended Learning System for the Des Moines Area Community College.

ED 214 563

Detroit Public Schools, Mich. Dept. of Curriculum Development Services.
Substance Abuse Education Syllabus, Grades 3-4-5.

ED 215 028

Substance Abuse Education Syllabus, Grades 6-7-8.

ED 215 029

District of Columbia Public Schools, Washington, D.C.
Identifying Low Income, Minority, Gifted and Talented Youngsters.

ED 214 328

District of Columbia Public Schools, Washington, D.C. Dept. of Research and Evaluation.
An Approach to Learning through the Arts: Final Report, 1980-1981.

ED 214 853

District of Columbia Society for Crippled Children, Washington, DC.
Project UPSTART. Final Report 1980-1981.

ED 214 342

Eastern Communication Association.
Recommended Oral Communication Competencies (Grades 9-12).

ED 214 219

Educational Evaluation Systems, Inc., Mesa, AZ.

Rough Rock Demonstration School Basic Skills Improvement Project. Final Report.
ED 214 709

Educational Improvement Center-Central, Princeton, NJ.
Arts Proposal Writing. A Sourcebook of Ideas for Writing Proposals for Any School Program. For People Who Thought They Couldn't Write a Proposal, or Wouldn't Ever Need to And for Those Who Didn't Even Realize They Had a Proposal to Make.
ED 214 860

School Art/Music Assessment Manual. A Closer Look At Your District's Art/Music Program For Purposes Of Gaining And Maintaining Support For Arts Education.
ED 214 861

Support for School Arts Programs. A Sourcebook of Ideas for Promotion of Any School Program. How To Do It.
ED 214 859

Educational Resources Information Center (ED), Washington, D.C.
Resources in Education (RIE). Volume 17, Number 8.
ED 213 817

Educational Testing Service, Princeton, N.J.
Factors Related to Young Women's Persistence and Achievement in Advanced Placement Mathematics.
ED 214 798

Field Dependence-Independence and Psychological Differentiation: Bibliography with Index. Supplement No. 5.
ED 214 977

Internal Construct Validity of the Career Skills Assessment Program.
ED 214 987

The Inventory of Documented Accomplishments for Graduate Admissions: Results of a Field Trial Study of Its Reliability, Short-Term Correlates, and Evaluation.
ED 214 940

Making the Public Schools Work: Urban Education in the '80s. FOCUS 9.
ED 215 033

Measurement Error and SAT Score Change.
ED 214 984

Standard Error of an Equating by Item Response Theory.
ED 214 947

The Standard Error of Equipercentile Equating.
ED 214 948

Validation of the New Jersey College Basic Skills Placement Test.
ED 214 945

Education Commission of the States, Denver, Colo.
Early Childhood Development Cultural Considerations Commonalities, Variables, and Local Community Determinants for Program Modules.
ED 214 692

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

The Relationship between Reading Related Background Variables and Comprehension Achievement: A Secondary Analysis of the 1979-80 Reading/Literature Assessment Data.
ED 214 132

The Second Assessment of Art, 1978-79, Released Exercise Set. Supplement.
ED 214 828

Education Design Center, Inc., Cleveland, OH.

Gifted Education: Issues and Needs with Implications for Policy Development. Education Change Management Series Publication No. 5.
ED 214 359

Education Development Center, Inc., Newton, Mass.

Conditional Independence in Applied Probability.
ED 214 768

Consultant Report for The People's Republic of the Congo (November 5-December 8, 1981): The Results of a Workshop to Develop Nutrition Education Materials.
ED 214 731

Elements of the Theory of Generalized Inverses for Matrices.
ED 214 767

Introduction to Population Modeling.
ED 214 778

Spatial Models of Election Competition.
ED 214 775

Topics in the Theory of Voting.
ED 214 777

UMAP Modules: Final Report 1976-80.
ED 214 771

UMAP Modules-Units 105, 107-109, 111-112, 158-162.
ED 214 786

UMAP Modules-Units 203-211, 215-216, 231-232.
ED 214 787

UMAP Modules-Units 240-242, 251.
ED 214 788

UMAP Modules-Units 60-62, 67, 68, 70.
ED 214 783

UMAP Modules-Units 71, 72, 73, 74, 75, 81-83, 234.
ED 214 784

UMAP Modules-Units 84-88.
ED 214 785

Education Service Center Region 9, Wichita Falls, Tex.

Manual Para Padre.: de los Ninos Incapacitados Pre-escolares (A Handbook for Parents of Pre School Handicapped Children).
ED 214 360

Employment and Training Administration (DOL), Washington, D.C.

Bricklaying. Pre-Apprenticeship Phase 2 Training. Instructor's Guide.
ED 213 893

Bricklaying. Pre-Apprenticeship Phase 2 Training. Student Training Modules.
ED 213 894

Cement Finishing. Pre-Apprenticeship Phase 2 Training. Instructor's Guide.

ED 213 901
Cement Finishing. Pre-Apprenticeship Phase 2 Training. Student Training Modules.

ED 213 902
Drywall. Pre-Apprenticeship Phase 2 Training. Instructor's Guide.

ED 213 899
Drywall. Pre-Apprenticeship Phase 2 Training. Student Training Modules.

ED 213 900
Floor Covering. Pre-Apprenticeship Phase 2 Training. Instructor's Guide.

ED 213 891
Floor Covering Pre-Apprenticeship Phase 2 Training. Student Training Modules.

ED 213 892
Painting. Pre-Apprenticeship Phase 2 Training. Instructor's Guide.

ED 213 887
Painting. Pre-Apprenticeship Phase 2 Training. Student Training Modules.

ED 213 888
Parts Counter. Pre-Apprenticeship Phase 2 Training. Instructor's Guide.

ED 213 897
Parts Counter. Pre-Apprenticeship Phase 2 Training. Student Training Modules.

ED 213 898
Plastering. Pre-Apprenticeship Phase 2 Training. Instructor's Guide.

ED 213 895
Plastering. Pre-Apprenticeship Phase 2 Training. Student Training Modules.

ED 213 896
Plumbing. Pre-Apprenticeship Phase 2 Training. Instructor's Guide.

ED 213 903
Plumbing. Pre-Apprenticeship Phase 2 Training. Student Training Modules.

ED 213 904
Survival Skills. Pre-Apprenticeship Phase 2 Training. Instructors Guide

ED 213 905
Tilesetting. Pre-Apprenticeship Phase 2 Training. Instructor's Guide.

ED 213 889
Tilesetting. Pre-Apprenticeship Phase 2 Training. Student Training Modules.

ED 213 890

Employment and Training Administration (DOL), Washington, D.C. Office of Youth Programs.

Accept Responsibility. Work Maturity Skills. Competency 6.0.
ED 214 021

Advising. CAP Job Function.
ED 214 003

Apply for Jobs. Job Search. Competency 3.0.
ED 214 027

Apprenticeships in Employment and Training Programs. An Action Planning Guidebook.
ED 213 991

Arranging. CAP Job Function.
ED 214 004

Building and Making. CAP Job Function.
ED 214 005

CAP Program Guide.
ED 214 002

CAP Self-Inventory Cards.
ED 214 001

CAP Worksheets.
ED 214 013

Career Alert Planning. Instructor Guide.
ED 214 000

Career Education Materials for Employment and Training Programs. Catalog.
ED 213 997

Communicate Effectively. Work Maturity Skills. Competency 5.0.
ED 214 020

Cooperate with Others. Work Maturity Skills. Competency 7.0.
ED 214 022

Doing Clerical Work. CAP Job Function.
ED 214 006

Employability Development Plans: Counseling Participants and Developing EDPs. An Action Planning Guidebook.
ED 213 994

Exhibit Positive Work Attitudes. Work Maturity Skills. Competency 2.0.
ED 214 017

Follow-Up and Follow-Through in Employment and Training Programs. An Action Planning Guidebook.
ED 213 996

Handle the Job Offer. Job Search. Competency 5.0.
ED 214 029

Helping. CAP Job Function.
ED 214 007

Intake: Alternatives for Facilitating Participant Entry. An Action Planning Guidebook.
ED 213 992

Interview for the Job. Job Search. Competency 4.0.

ED 214 028
Job Placement in Employment and Training Programs. An Action Planning Guidebook.

ED 213 995
Job Search Program Guide.

ED 214 024
Job Search Skills Instructor Guide.

ED 214 023
Maintaining and Repairing. CAP Job Function.

ED 214 008
Orientation to the World of Work. Instructor Guide.

ED 213 998
Orientation to the World of Work. Program Booklet.

ED 213 999
Practice Ethical Behavior. Work Maturity Skills. Competency 4.0.

ED 214 019
Practice Good Work Habits. Work Maturity Skills. Competency 3.0.

ED 214 018
Prepare for the Job Search. Job Search. Competency 1.0.

ED 214 025
Present a Positive Image. Work Maturity Skills. Competency 1.0.

ED 214 016
Search for Available Jobs. Job Search. Competency 2.0.

ED 214 026
Technical Assistance for Employment and Training Programs. Overview.

ED 214 030
Testing in Employment and Training Programs. An Action Planning Guidebook.

ED 213 993
Thinking in Pictures. CAP Job Function.

ED 214 009
Using Information about the Environment. CAP Job Function.

ED 214 010
Working with Equipment. CAP Job Function.

ED 214 011
Working with Numbers and Symbols. CAP Job Function.

ED 214 012
Work Maturity Skills Instructor Guide.

ED 214 014
Work Maturity Skills Program Guide.

ED 214 015
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Organization Development: Change Strategies. New Directions for Community Colleges, Number 37.

ED 214 594
Science Education for Women and Minorities in an Urban Community College. Topical Paper Number 75.

ED 214 578

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.

An Analysis of the Secondary School Science Curriculum and Directions for Action in the 1980's. 1982 AETS Yearbook.

ED 214 759

Research in Environmental Education 1971-1980.

ED 214 762

Teaching Natural Resource Management Through Environmental Education Activities.

ED 214 752

Using Research: A Key to Elementary School Mathematics. 1981 Revision.

ED 214 763

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.

Preparing to Teach Economics: Approaches and Resources. Revised and Expanded Edition.

ED 214 837

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Counseling the Bilingual Student. Searchlight Plus: Relevant Resources in High Interest Areas, 54 .

ED 214 050

ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.

Fact Sheets from the ERIC Clearinghouse on Handicapped and Gifted Children, 1980.

ED 214 319

Fact Sheets from the ERIC Clearinghouse on Handicapped and Gifted Children, 1981.

ED 214 320

ERIC Clearinghouse on Higher Education, Washington, D.C.

Computer Literacy in Higher Education. AAHE-ERIC/Higher Education Research Report No. 6, 1981.

ED 214 446

Corporate Education: Threat or Opportunity? AAHE-ERIC/Higher Education Research Currents.

ED 214 453

Financial Analysis for Academic Units. AAHE-ERIC/Higher Education Research Report No. 7, 1981.

ED 214 450

Marketing in Higher Education. AAHE-ERIC/Higher Education Research Report No. 5, 1981.

ED 214 445

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

Evaluating Classroom Speaking.

ED 214 213

European Cultural Foundation, Paris (France). Inst. of Education.

The Open University of the United Kingdom. Implementation of Higher Education Reforms.

ED 214 418
Student Flows and Expenditure in Higher Education, 1965-1979.
ED 214 419
Far West Lab. for Educational Research and Development, Berkeley, Calif.
Looking at Needs Assessment for Staff Development. A Research Study.
ED 214 903
Far West Lab. for Educational Research and Development, San Francisco, Calif.
Integrating the Community and the Classroom: Implementing at the Postsecondary Level.
ED 214 436
Integrating the Community and the Classroom: Instructors Describe the Results.
ED 214 435
Methodological Considerations in Studies of Effective Principals.
ED 214 985
Florida Advisory Council on Global Education, Miami.
State Plan for Global Education in Florida: Findings and Recommendations.
ED 214 821
Florida State Dept. of Education, Tallahassee.
A Classroom Teacher's Guide to Reading Improvement in Middle School Science. Resource Monograph No. 19.
ED 214 123
Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.
Assisting with Nutritional Needs. Instructor's Guide, Option A, and Option B.
ED 213 821
Florida State Univ., Tallahassee. Career Education Center.
Assisting with Nutritional Needs. Instructor's Guide, Option A, and Option B.
ED 213 821
Florida Univ., Gainesville. P. K. Yonge Lab. School.
A Classroom Teacher's Guide to Reading Improvement in Middle School Language Arts. Revised Edition. Resource Monograph No. 18.
ED 214 125
A Classroom Teacher's Guide to Reading Improvement in Middle School Science. Resource Monograph No. 19.
ED 214 123
A Classroom Teacher's Guide to Reading Improvement in Middle School Social Studies. Revised Edition. Resource Monograph No. 17.
ED 214 122
How to Grow a Happy Reader: Report on a Study of Parental Involvement As It Relates to a Child's Attitudes and Achievement in the Acquisition of Reading Skills. Research Monograph No. 27.
ED 214 124
The P.K. Yonge Basic Mathematics Computation Skills System: A Program of Individualized Instruction with an Emphasis on Discrete Elements of Computation Skills. Research Monograph No. 33.
ED 214 799

Understanding Children's Art: Stages of Development, Activities and Materials for Young Children. Resource Monograph No. 22.
ED 214 654

Young Children's Drawings as Related to Basic Communication Skills. Research Monograph No. 31.
ED 214 653

Ford Foundation, New York, N.Y.
The Commission on the Higher Education of Minorities. Final Report.
ED 214 457

Toward a Strategy for Urban Integration: Lessons in School and Housing Policy from Twelve Cities. A Report to the Ford Foundation.
ED 215 020//

Ford Foundation, New York, N.Y. Education and Research Div.
Designing Reading Instruction for Cultural Minorities: The Case of the Kamehameha Early Education Program.
ED 215 039

Forest Service (DOA), Washington, D.C.
Social Sciences in Forestry. A Current Selected Bibliography and Cumulative Author Index for 1981. No. 56.
ED 214 751

Foundation for Educational Research, Utrecht (Netherlands).
The Project Onderwijs en Sociaal Milieu (The Project Education and Social Environment).
ED 215 040

Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.
Faculty-Counselor Collaboration in the Developmental Classroom: A How-To Manual.
ED 214 056

Further Education Curriculum and Development Unit, London (England).
Beyond Coping. Some Approaches to Social Education. Project Report.
ED 213 952

Future Farmers of America, Alexandria, VA.
Community Development FFA Style.
ED 214 726

General Motors Corp., Detroit, Mich.
Why In the World: A Teacher's Handbook.
ED 214 806

George Washington Univ., Washington, D.C. Inst. for Educational Leadership.
Options in Education: Takes Listeners to the Core of the Issues. Standardized Testing, Parts 1-6, Program Nos. 280-285.
ED 214 943

Georgia Council for the Arts and Humanities.
Partners: Math, Science, Social Studies, Language Arts. Ideas for the

Art Part of the Interrelated Curriculum of the Elementary Classroom Teacher.

ED 214 914//

Georgia Professional Standards Commission, Atlanta.
Certificates in Georgia with Comparisons for Other States. Issues for Education Series.

ED 214 933

Georgia Southern Coll., Statesboro.
The Teaching Profession as a Career Opportunity: Perceptions of High School Seniors, Pre-Service Teachers, and In-Service Teachers.

ED 214 924

Georgia State Dept. of Education, Atlanta.
Outdoor Education in Georgia.

ED 214 745

A Personnel Exchange Model for Vocational Education, Business, and Industry. Skills/Experience Exchange Program. Project Report.

ED 213 984

Georgia State Dept. of Education, Atlanta. Office of Instructional Services.
Mathematics for Georgia Secondary Schools.

ED 214 774

Georgia State Dept. of Education, Atlanta. Office of Planning and Development.
First Grade Activities Guide.

ED 214 690

Georgia State Univ., Atlanta.
A Personnel Exchange Model for Vocational Education, Business, and Industry. Skills/Experience Exchange Program. Project Report.

ED 213 984

Georgia State Univ., Atlanta. Office of Institutional Planning.
Review of Model Specifications.

ED 214 408

Girl Scouts of the U.S.A., New York, N.Y.
The Impact of Minority Presence in Girl Scouting on White and Minority Communities. Executive Summary.

ED 215 015

Governor's Committee on Employment of the Handicapped, Trenton, N.J.
Federal Nondiscrimination Regulations: A Procedural Compliance Handbook. Draft.

ED 215 007

Governors State Univ., Park Forest South, Ill.
Widowhood Fantasies: Incidence, Characteristics, and Potential Function.

ED 214 033

Graduate Record Examinations Board, Princeton, N.J.
The Inventory of Documented Accomplishments for Graduate Admissions: Results of a Field Trial Study of Its Reliability, Short-Term Correlates, and Evaluation.

ED 214 940

Grossmont Coll., El Cajon, Calif.
Counselor Accountability Model of Grossmont College: A Working Paper.
ED 214 581

Guadalupe Educational Programs, Inc., Salt Lake City, UT.
A Reading and Writing Program Using Language-Experience Methodology Among Adult ESL Students in a Basic Education Program. Administrators/Instructors Manual.
ED 213 914

A Reading and Writing Program Using Language-Experience Methodology Among Adult ESL Students in a Basic Education Program. Volunteer Tutor Manual.
ED 213 915

Harrisburg Community Unit 3 School District, IL.
Program for the Gifted/Talented Child and Independent Study Curriculum Guide.
ED 214 353

Harvard Univ., Cambridge, Mass. Graduate School of Education.
Designing Reading Instruction for Cultural Minorities: The Case of the Kamehameha Early Education Program.
ED 215 039

Haskins Labs., New Haven, Conn.
Speech Research: A Report on the Status and Progress of Studies on the Nature of Speech, Instrumentation for Its Investigation, and Practical Applications, January 1-March 31, 1982.
ED 214 226

Hawaii State Commission on Manpower and Full Employment, Honolulu.
Youth Employment in Hawaii: A Policy Document.
ED 213 818

Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.
Energy Use and the Environment. Concepts & Activities for the Classroom: Mathematics Module. Environmental Education Supplementary Instructional Guide.
ED 214 794

Lau Kukui: Level II Hawaiin Language Reader and Teacher's Guide.
ED 214 402

Hawaii State Employment and Training Council, Honolulu.
Youth Employment in Hawaii: A Policy Document.
ED 213 818

Hawaii Univ., Honolulu. Office of Institutional Research and Analysis.
Course Registration Report: University of Hawaii, Community Colleges, Fall 1981.
ED 214 556

Selected Characteristics of Full-Time Professional Staff; Community Colleges, Fall 1981.
ED 214 567

Hawaii Univ., Honolulu. Office of the Chancellor for Community Colleges.

Interreliance: An Energy Awareness Project for the Community Colleges. A Report of the Task Force on Energy Education.
ED 214 587

HCS, Inc., Potomac, Md.
Drug Program Report: Credentialing.
ED 214 036

Health Resources Administration (DHEW/PHS), Bethesda, Md.
A Summer Enrichment and Reinforcement Program in the School of Veterinary Medicine at Tuskegee Institute, Alabama. A Program Designed to Respond to a Challenge: Increased Minority and Disadvantaged Representation in Veterinary Medicine.
ED 215 032

Health Resources Administration (DHEW/PHS), Bethesda, Md. Bureau of Health Manpower.
The Development of Standards to Ensure the Competency of Physician Assistants. Volume III of V: Development of a Self-Assessment Examination for Physician Assistants. Final Report, July 1, 1976-August 14, 1979.
ED 213 918

The Development of Standards to Ensure the Competency of Physician Assistants. Volume II of V: Role Delineation for the Physician Assistant. Final Report, July 1, 1976-August 14, 1979.
ED 213 917

The Development of Standards to Ensure the Competency of Physician Assistants. Volume I of V: Summary Report. Final Report, July 1, 1976-August 14, 1979.
ED 213 916

The Development of Standards to Ensure the Competency of Physician Assistants. Volume IV of V: Assessment of the Applicability of the Individual Physician Profile Program for Physician Assistants. Final Report, July 1, 1976-August 14, 1979.
ED 213 919

The Development of Standards to Ensure the Competency of Physician Assistants. Volume V of V: The Design of a System of Accreditation and Maintenance of a Roster of CME Programs for Physician Assistants. Final Report, July 1, 1976-August 14, 1979.
ED 213 920

Higher Education Research Inst., Inc., Los Angeles, Calif.
The Commission on the Higher Education of Minorities. Final Report.
ED 214 457

High Museum of Art, Atlanta, GA.
Partners: Math, Science, Social Studies, Language Arts. Ideas for the Art Part of the Interrelated Curriculum of the Elementary Classroom Teacher.
ED 214 914//

Holzkamper (Charlot) & Associates, North Hollywood, CA.
Marketing and Distributive Education. Community/Work-Based Programs. An Instructor's Guide to Program Strategies. Cooperative Vocational

Education; Vocational Work Experience Education; Community Classroom.
ED 213 946

Horace Mann Learning Center (ED), Washington, D.C.
Evaluation Strategies for Urban Intervention Program. Proceedings from the Workshop on Urban Intervention Programs (Washington, DC, October 23, 1980).
ED 215 008

Huron Inst., Cambridge, Mass.
Basic Skills Assessment in South Carolina: How Progressive an Approach to Minimum Competency Testing? National Consortium on Testing Staff Circular No. 8.
ED 214 973

Illinois Community Coll. Board, Springfield.
Fall 1980 Salary Survey for the Illinois Public Community Colleges.
ED 214 548

Illinois Community Coll. Trustees Association, Springfield.
A Collective Bargaining Contract Analyzer for Community Colleges.
ED 214 575

Illinois State Board of Education, Springfield.
Accessing Resources for School-Age Visually Handicapped Students: A Resource Book. No. 408.
ED 214 346

Integrated Nutrition Education Junior High.
ED 214 661

Special Education Certification and Approval Requirements and Procedures. No. 352.
ED 214 345

State, Local, and Federal Financing for Illinois Public Schools, 1981-1982. Revised.
ED 214 267

Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
Job Creation: Creative Materials, Activities, & Strategies for the Classroom.
ED 213 954

Illinois State Dept. of Energy and Natural Resources, Springfield.
Fertilizer Use and Water Quality.
ED 213 934

Illinois State Dept. of Mental Health and Developmental Disabilities, Springfield.
Family Perceptions of Responsibility for Mentally Retarded Children.
ED 214 336

Illinois State Univ., Normal. Center for the Study of Educational Finance.
A Collective Bargaining Contract Analyzer for Community Colleges.
ED 214 575

Indiana Univ., Bloomington. Social Studies Development Center.
Schooling and Citizenship in a Global Age: An Exploration of the

Meaning and Significance of Global Education.
ED 214 834

Indian Health Service (PHS/HSA), Rockville, MD.
The Indian Family Foundation for the Future. Report of the National Indian Child Conference (3rd, Albuquerque, New Mexico, May 17-21, 1981).
ED 214 733

Indochina Refugee Action Center, Washington, D.C.
Information Services Assessment Report: Indochinese Refugee Resettlement Program.
ED 215 003

The Resettlement of Indochinese Refugees in the United States: A Selected Bibliography.
ED 215 004

Industrial Arts Association of Pennsylvania.
Pennsylvania Industrial Arts Safety Guide. Second Edition.
ED 213 953

Institute for Community Studies, Kansas City, Mo. Midwest Council for Social Research in Aging.
Significant Other Relationships: Their Location and Importance for the Older Widow.
ED 214 098

Institute for Development of Educational Activities, Dayton, Ohio.
Assessing Attitudinal Congruency: A Case for Absolute (As Well As Relative) Indices. A Study of Schooling in the United States. Technical Report Series, No. 12.
ED 214 882

A Causal Analysis of Satisfaction, Performance, Work Environment and Leadership in Selected Secondary Schools. A Study of Schooling in the United States. Technical Report Series, No. 31
ED 214 898

The Contextual Correlates of the Relative Expenditures of Classroom Time on Instruction and Behavior: An Exploratory Study of Secondary Schools and Classes. A Study of Schooling in the United States. Technical Report Series, No. 26.
ED 214 894

Development and Psychometric Analyses of Major Scales Utilized in A Study of Schooling. A Study of Schooling in the United States. Technical Report Series, No. 4.
ED 214 874

An Examination of the Viability of Class Climate as a Useful Construct in Secondary Schools. A Study of Schooling in the United States. Technical Report Series, No. 23.
ED 214 891

Experiencing Research. A Study of Schooling in the United States. Technical Report Series, No. 8.
ED 214 878

Functions of Schooling: Perceptions and Preferences of Teachers,

Parents and Students. A Study of Schooling in the United States. Technical Report Series, No. 10.

ED 214 880

Global Education. A Study of Schooling in the United States. Technical Report Series, No. 20.

ED 214 889

An Inter-Observer Reliability Study of the SRI Observation System as Modified for Use in a Study of Schooling. A Study of Schooling in the United States. Technical Report Series, No. 27

ED 214 895

Item Variance Components and Units-of-Analysis in a Measure of Classroom Climate. A Study of Schooling in the United States. Technical Report Series, No. 7.

ED 214 877

Limiting Opportunity: Student Race and Curricular Differences in Secondary Vocational Education. A Study of Schooling in the United States. Technical Report Series, No. 28.

ED 214 896

The Methodology of Classroom Observation in a Study of Schooling. A Study of Schooling in the United States. Technical Report Series, No. 5.

ED 214 875

Mexican-American and Anglo-American Student Perceptions of the Learning Environment of the Classroom. A Study of Schooling in the United States. Technical Report Series, No. 22.

ED 214 890

Parents and Their Children: A Study of Congruence on Attitudes About School. A Study of Schooling in the United States. Technical Report Series, No. 13.

ED 214 883

Psychometric Implications of the Unit-of-Analysis Problem'' (With Examples from the Measurement of Organizational Climate). A Study of Schooling in the United States. Technical Report Series, No. 3.

ED 214 873

The Public School as Workplace: The Principal as a Key Element in Teacher Satisfaction. A Study of Schooling in the United States. Technical Report Series, No. 32.

ED 214 899

A Question of Access: Tracking and Curriculum Differentiation in a National Sample of English and Mathematics Classes. A Study of Schooling in the United States. Technical Report Series, No. 24.

ED 214 892

Some Methodological Issues in Developing Measures of Classroom Learning Environment. A Study of Schooling in the United States. Technical Report Series, No. 6.

ED 214 876

State and District Curriculum Guides: One Aspect of the Formal Curriculum. A Study of Schooling in the United States. Technical

Report Series, No. 9.
ED 214 879

A Study of Schooling: Methodology. A Study of Schooling in the United States. Technical Report Series, No. 2.
ED 214 872

A Study of Schooling: Series of Introductory Descriptions. Reprinted from the Phi Delta Kappan. A Study of Schooling in the United States. Technical Report Series, No. 1.
ED 214 871//

Teacher Perceived Sources of Influence on What is Taught in Subject Areas. A Study of Schooling in the United States. Technical Report Series, No. 15.
ED 214 885

Teachers' Educational Beliefs. A Study of Schooling in the United States. Technical Report Series, No. 14.
ED 214 884

Teachers' Perceptions of Their Own Influence Over School Policies and Decisions. A Study of Schooling in the United States. Technical Report Series, No. 16.
ED 214 886

Teaching and Learning. A Study of Schooling in the United States. Technical Report Series, No. 18.
ED 214 888

Tracking Policies and Practices: School By School Summaries. A Study of Schooling in the United States. Technical Report Series, No. 25.
ED 214 893

Variety and Intensity of School-Related Problems as Perceived by Teachers, Parents and Students. A Study of Schooling in the United States. Technical Report Series, No. 17.
ED 214 887

What You See is What You Get: A Summary of Observations in Over 1000 Elementary & Secondary Classrooms. A Study of Schooling in the United States. Technical Report Series, No. 29.
ED 214 897

208 English Teachers. A Study of Schooling in the United States. Technical Report Series, No. 11.
ED 214 881

Institute for World Order, New York, N.Y.

The Moving Cultural Frontier of World Order: From Monotheism to North-South Relations.
ED 214 854

Institute of Family Studies, Melbourne (Australia).

Migrant Families in Australia. Working Paper 3.
ED 214 741

Inter-American Development Bank, Washington, D.C.

Inter-American Foundation: Annual Report, 1981 (October 1, 1980-September 30, 1981).
ED 215 026

Inter-American Foundation, Rosslyn, Va.
Inter-American Foundation: Annual Report, 1981 (October 1, 1980-September 30, 1981).
ED 215 026

Interamerica Research Associates, Rosslyn, Va.
Adult Basic Education for Non-English Speakers: A Bibliography.
ED 214 382

Directory of Computerized Resources in Bilingual Education.
ED 214 383

Guide to Theses and Dissertations in Bilingual Education.
ED 214 384

The Social Psychology of Language: A Perspective for the 1980s. Focus, Number 5.
ED 214 381

Stereotyped Attitudes toward Various Portuguese Accents. Focus, Number 4.
ED 214 368

International Communication Agency, Washington, D.C.
American Study Programs in China: An Interim Report Card.
ED 214 447

Higher Education and Research in the People's Republic of China: Institutional Profiles.
ED 214 448

International Federation of Library Associations, The Hague (Netherlands).
International Federation of Library Associations Annual Conference Papers. Bibliographic Control Division: Bibliography and Cataloguing Sections (47th, Leipzig, East Germany, August 17-22, 1981).
ED 214 508

International Federation of Library Associations Annual Conference Papers. Collections and Services Division: Interlending, Rare and Precious Books, and Exchange and Acquisition Sections (47th, Leipzig, East Germany, August 17-22, 1981).
ED 214 509

International Federation of Library Associations Annual Conference Papers. Education and Research Division: Editors of Library Journals and Serial Publications Sections (47th, Leipzig, East Germany, August 17-22, 1981).
ED 214 513

International Federation of Library Associations Annual Conference Papers. Education and Research Division: Library Schools and Other Training Aspects, and Round Table on Library History Sections (47th, Leipzig, East Germany, August 17-22, 1981).
ED 214 512

International Federation of Library Associations Annual Conference Papers. Education and Research Division: Library Theory and Research Section (47th, Leipzig, East Germany, August 17-22, 1981).
ED 214 514

International Federation of Library Associations Annual Conference Papers. General Research Libraries Division: Parliamentary Libraries and National Libraries Sections (47th, Leipzig, East Germany, August 17-22, 1981).
ED 214 510

International Federation of Library Associations Annual Conference Papers. General Research Libraries Division: University Libraries Section (47th, Leipzig, East Germany, August 17-22, 1981).
ED 214 511

International Federation of Library Associations Annual Conference Papers: Libraries Serving the General Public Division: Children's Libraries Section (47th, Leipzig, East Germany, August 17-22, 1981).
ED 214 515

International Reading Association, Newark, Del.
An Adaptation of the "Standards for Evaluations" for the Interpretation of Reading Program Evaluations. Final Report.
ED 214 110

Migrant Education: An Annotated Bibliography.
ED 214 724

Oral and Written Language Development Research: Impact on the Schools. Proceedings from the 1979 and 1980 IMPACT Conferences.
ED 214 184

Iowa State Dept. of Public Instruction, Des Moines.
Multicultural Nonsexist Education in Iowa Schools: Home Economics & Industrial Arts.
ED 215 017

Iowa Univ., Iowa City. Inst. for School Executives.
The Educational Professions: Preparation and Practice.
ED 214 235

Jewish Publication Society of America, Philadelphia, PA.
American Jewish Year Book, 1982: A Record of Events and Trends in American and World Jewish Life. Volume 82.
ED 215 053//

Johnson County Community Coll., Overland Park, KS. Office of Institutional Research.
Continuing Education Students.
ED 214 590

Johnson O'Connor Research Foundation, Boston, MA.
Vocabulary-Test Errors and Word Learning. Technical Report 1981-8.
ED 214 137

Judge Baker Guidance Center, Boston, Mass.
Sexuality Education with Troubled Adolescents: Suggestions for Planning and Implementation.
ED 214 361

Kamehameha Schools, Honolulu, Hawaii. Kamehameha Early Education Project.
Designing Reading Instruction for Cultural Minorities: The Case of the Kamehameha Early Education Program.
ED 215 039

Kansas Univ., Lawrence. Learning Disabilities Inst.
Expectancy Climate and School Effectiveness.
ED 214 246

Kellogg Foundation, Battle Creek, Mich.
Development of Rural Leadership: Problems, Procedures, and Insights. Summary of an Impact Assessment of Public Affairs Leadership Programs Conducted in California, Michigan, Montana, and Pennsylvania and Executive Summary.
ED 214 748

Project PROF: A Professional Development Program for College Faculty.
ED 214 463

Kentucky Council on Public Higher Education, Frankfort.
In Pursuit of Excellence: The Report of the Prichard Committee on Higher Education in Kentucky's Future to The Kentucky Council on Higher Education.
ED 214 442

Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.
Assessment of Occupational Opportunities in Health Occupations for Handicapped.
ED 213 932

Enhancing Basic Skill Levels of Marketing and Distributive Education Students Identified as Disadvantaged A Tutorial Approach. Final Report, July 1, 1980-June 30, 1981.
ED 213 931

Model for Identifying, Profiling, Recruiting, and Serving the Disadvantaged in Kentucky.
ED 213 936

Retailing I: A Foundation for Marketing and Distributive Education Curriculum Development.
ED 213 933

Kentucky State Dept. of Education, Frankfort. Div. of Adult Education.
A Guide for Planning, Organizing and Conducting an Adult Education Ceremony.
ED 214 714

Kentucky State Dept. of Education, Frankfort. Div. of Program Development.
Merit Rating Guidelines for Kentucky Schools.
ED 214 942

Keystone Area Education, Elkader, Iowa.
Preschool Curriculum for Exceptional Children.
ED 214 344

Kuwait Inst. for Scientific Research, Safat.
1981 Kuwait Summer Students Training Program, Secondary Component. An Evaluation Report.
ED 214 782

Lafayette Coll., Easton, Pa.
Cross-Cultural Patterns in Achievement Motivation: Ethnic Group and Sex Comparisons in Fiji.
ED 214 058

Lake Washington School District 414, Kirkland, Wash.
Educating Students Today for a Place in Society Tomorrow: The Lake Washington School District Futures Study. A Research Report.
ED 214 270

Testing Potential Cost Saving and Controversial Actions: Community, Staff and Student Support.
ED 214 271

Lane Community Coll., Eugene, Oreg.
Bricklaying. Pre-Apprenticeship Phase 2 Training. Instructor's Guide.
ED 213 893

Bricklaying. Pre-Apprenticeship Phase 2 Training. Student Training Modules.
ED 213 894

Cement Finishing. Pre-Apprenticeship Phase 2 Training. Instructor's Guide.
ED 213 901

Cement Finishing. Pre-Apprenticeship Phase 2 Training. Student Training Modules.
ED 213 902

Drywall. Pre-Apprenticeship Phase 2 Training. Instructor's Guide.
ED 213 899

Drywall. Pre-Apprenticeship Phase 2 Training. Student Training Modules.
ED 213 900

Floor Covering. Pre-Apprenticeship Phase 2 Training. Instructor's Guide.
ED 213 891

Floor Covering Pre-Apprenticeship Phase 2 Training. Student Training Modules.
ED 213 892

Painting. Pre-Apprenticeship Phase 2 Training. Instructor's Guide.
ED 213 887

Painting. Pre-Apprenticeship Phase 2 Training. Student Training Modules.
ED 213 888

Parts Counter. Pre-Apprenticeship Phase 2 Training. Instructor's Guide.
ED 213 897

Parts Counter. Pre-Apprenticeship Phase 2 Training. Student Training Modules.
ED 213 898

Plastering. Pre-Apprenticeship Phase 2 Training. Instructor's Guide.
ED 213 895

Plastering. Pre-Apprenticeship Phase 2 Training. Student Training

Modules.
ED 213 896

Plumbing. Pre-Apprenticeship Phase 2 Training. Instructor's Guide.
ED 213 903

Plumbing. Pre-Apprenticeship Phase 2 Training. Student Training Modules.
ED 213 904

Survival Skills. Pre-Apprenticeship Phase 2 Training. Instructors Guide
ED 213 905

Tilesetting. Pre-Apprenticeship Phase 2 Training. Instructor's Guide.
ED 213 889

Tilesetting. Pre-Apprenticeship Phase 2 Training. Student Training Modules.
ED 213 890

Lansing School District, Mich.

Research into the Development of Affective Instruments in the Lansing School District, Final Report. Part 1: The Development of an Instrument to Measure the Effect of Counseling Services on Elementary Children in Grades Three through Six and Part 2: The Development of an Instrument to Measure the Effects of Counseling Services on Elementary Children in Grades One and Two.
ED 214 939

Laubach Literacy International, Syracuse, NY.

Mastery Learning Developer's Guide. How to Develop Tests and Teaching Materials for all Types of Mastery Learning Students. Especially for Teaching Consumer Education and Basic Competencies to Teenagers and Adults who are Deficient or Reluctant Readers.
ED 214 866

Laval Univ., Quebec (Quebec). International Center for Research on Bilingualism.

Bilinguisme et traduction au Canada. Role sociolinguistique du traducteur. (Bilingualism and Translation in Canada. The Sociolinguistic Role of the Translator).
ED 214 385

Etude des comportements langagiers dans deux entreprises en debut de processus de francisation (A Study of Language Usage and Attitudes in Two Businesses at the Beginning of the Process of Change from English to French).
ED 214 403

A Practical Application of a Study of Errors of College Francophone Students Learning English.
ED 214 374

League of Women Voters Education Fund, Washington, D.C.

The Federalist Papers Reexamined.
ED 214 856

Lehigh Univ., Bethlehem, PA. Dept. of English.

The Graying of the College Classroom: Impact of Older People as Peers in the Classroom on Attitudes and on Performance of Undergraduates.
ED 213 885

The Life Cycle: A Suggested Annotated Bibliography of Twentieth-Century American Literature.
ED 213 886

Library of Congress, Washington, D.C. National Library Service for the Blind and Physically Handicapped.
Summary Proceedings of a Symposium on Educating Librarians and Information Scientists To Provide Information and Library Services to Blind and Physically Handicapped Individuals (San Francisco, California, July 2-4, 1981).
ED 214 504

Lilly Endowment, Inc., Indianapolis, Ind.
Schooling and Citizenship in a Global Age: An Exploration of the Meaning and Significance of Global Education.
ED 214 834

Literacy Volunteers, Inc., Syracuse, N.Y.
Thinking Is a Basic Skill: Creating Humanities Materials for the Adult New Reader.
ED 213 822

Logan City Board of Education, Utah.
English for Driving Student Workbook.
ED 213 976

English for Driving Teacher's Guide.
ED 213 977

English for Driving Visuals for Use with Student Workbook and Teacher's Guide.
ED 213 978

Longview Foundation for Education in World Affairs and International Understanding, Accokeek, Md.
Children and the World: A Global Education Curriculum Project for the Elementary School.
ED 214 833

Los Angeles Community Coll. District, Calif.
An Assessment of the Involvement of the LACCD Los Angeles Community College District in Contract Education for Foreign Students: Completed as Part of the Feasibility Study Directed toward the Improvement of Occupational/Technical Education in the San Fernando Valley.
ED 214 603

A Review of Youth Services as a Component of the LACCD: Completed as a Part of the Feasibility Study Directed toward the Improvement of Occupational/Technical Education in the San Fernando Valley.
ED 214 604

Louisiana State Dept. of Education, Baton Rouge.
Status Assessment: Act 685-Balanced Treatment for Creation-Science and Evolution-Science.
ED 214 781

The Status of Reading Instruction in the College of Education at Southern University, Baton Rouge, Louisiana.

ED 214 109

Louisiana State Dept. of Education, Baton Rouge. Div. of Vocational Education.
Competency-Based Business Education (Grade Levels 9-12). Vocational Education Curriculum Guide. Bulletin 1662.

ED 213 937

Handbook for General Cooperative Education Teacher-Coordinators in Louisiana. Bulletin 1669.

ED 213 938

Handbook for Marketing and Distributive Education Teacher-Coordinators in Louisiana. Bulletin 1170.

ED 213 939

Health Occupations Curriculum Guide, 1981. Vocational Education Curriculum Guide. Bulletin No. 1635.

ED 213 940

Louisville Univ., Ky. School of Education.
Enhancing Basic Skill Levels of Marketing and Distributive Education Students Identified as Disadvantaged A Tutorial Approach. Final Report, July 1, 1980-June 30, 1981.

ED 213 931

Lutheran Church, Missouri Synod, St. Louis, Mo.
Small Schools: Quality Schools. Five Rooms or Less.'' Information Bulletin 31079.

ED 214 743

Macquarie Univ., North Ryde (Australia).
Evaluation of Educational Innovations.

ED 214 946

Manitoba Dept. of Education, Winnipeg.
Manitoba Mathematics Assessment Program, 1981. Final Report.

ED 214 801

Manitoba Dept. of Labor and Manpower, Winnipeg.
1980 Manitoba Community Colleges Follow-Up Survey.

ED 214 553

Manoff International, Inc., Washington, D.C.
Consultant Report for The People's Republic of the Congo (November 5-December 8, 1981): The Results of a Workshop to Develop Nutrition Education Materials.

ED 214 731

Maryland State Board for Community Colleges, Annapolis.
Maryland Community Colleges: 1981 Program Evaluations.

ED 214 605

Maryland State Board for Higher Education, Annapolis.
Enhancement of Maryland's Predominantly Black Collegiate Institutions. Consultant's Report to the Desegregation Task Force of the State Board for Higher Education.

ED 214 422

Maryland Univ., College Park. Cooperative Extension Service.
The Employment Situation in Selected Communities on the Lower Eastern Shore of Maryland.
ED 215 012

Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.
A Massachusetts Career Education Staff Development Research Guide.
ED 213 950

A Massachusetts Guide: Promising Practices in Career Education.
ED 213 951

Massachusetts State Dept. of Education, Boston. Div. of Special Education.
Equal Educational Opportunity in Special Education: Legal Mandates and Strategies for Planning, Chapter 766.
ED 214 327

Program Assessment Guide for Public School Special Education Services to Visually Handicapped Students.
ED 214 343

Massachusetts Univ., Amherst. Dept. of Physics and Astronomy.
Identifying Different Levels of Understanding Attained by Physics Students. Final Report.
ED 214 755

Massachusetts Univ., Amherst. Inst. for Governmental Services.
A Massachusetts Career Education Staff Development Research Guide.
ED 213 950

A Massachusetts Guide: Promising Practices in Career Education.
ED 213 951

McLeod Corp., Washington, DC.
Who's Keeping Score? A User's Guide to Video Cassettes & Transcript of the Minimal Competency Testing Clarification Hearings .
ED 214 999

Meals for Millions/Freedom from Hunger Foundation, Tucson, AZ.
Papago Food Production and Nutrition Education Project.
ED 214 735

Mercer County Community Coll., Trenton, N.J.
Profile of Entering Students: A Comparison between New Full-Time Students in Fall, 1979, Fall, 1980, and Fall, 1981.
ED 214 566

Miami-Dade Community Coll., Fla. Office of Institutional Research.
High School Preparation as Viewed by Academically Underprepared College Students.
ED 214 580

Michigan State Dept. of Education, Lansing.
Teaching Adults!! Training Materials for Adult Education Staff Development.
ED 213 824

Michigan State Univ., East Lansing. Dept. of Adult and Continuing Education.

Teaching Adults!! Training Materials for Adult Education Staff Development.

ED 213 824

Michigan State Univ., East Lansing. Inst. for Research on Teaching.
Diary Time: The Life History of an Occasion for Writing. Research Series No. 106.

ED 214 648

A Study of Preceptor Training of Classroom Teachers in Reading Diagnosis.

ED 214 161

Michigan Univ., Ann Arbor. Dept. of Sociology.
Sex Roles and Statuses in Peer Interactions in Elementary Schools.

ED 214 677

Michigan Univ., Ann Arbor. Project on East Asian Studies in Education.
A Glimpse of Tibet, the Roof of the World.

ED 214 820

Midwest Race and Sex Desegregation Centers, Manhattan, KS.
Toward Educational Equity for All: A Planning Guide for Integrating Multicultural/Nonsexist Education into the K-12 Curriculum.

ED 215 025

Ministry of Education and Culture, Jerusalem (Israel).
Residential Education in Israel. Report of the Israeli-American Seminar on "Out of School Education".

ED 215 049

Minneapolis Community Coll., Minn.
At What Point Students Left Classes at Minneapolis Community College, Fall Quarter, 1981.

ED 214 570

Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.
Academic Engaged Time and Its Relationship to Learning: A Review of the Literature.

ED 214 930

Reliability and Validity of Curriculum-Based Informal Reading Inventories.

ED 214 155

Minnesota Univ., Minneapolis. Office for Student Affairs.
Accessible Transit: A Survey of the Riders of Wheelchair-Accessible Buses at the University of Minnesota.

ED 214 476

The Image and Reputation of General College: A Survey of the University Community.

ED 214 475

Planning and Evaluation Information in the Office of Student Affairs: Review and Recommendations. A Report of the OSA Task Force on Research and Planning Information.

ED 214 473

University of Minnesota Undergraduate Student Financing, 1980-81: A

Study of Expenses and Sources.
ED 214 474

Mississippi Research and Curriculum Unit for Vocational and Technical Education, State College.
Maintaining Effective Classroom Control in Vocational Education.
ED 213 944

Student Motivation in Vocational Education.
ED 213 943

Teaching Culturally Diverse Students in Vocational Education.
ED 213 942

Teaching Special Needs Students in Vocational Education.
ED 213 941

Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.
Maintaining Effective Classroom Control in Vocational Education.
ED 213 944

Student Motivation in Vocational Education.
ED 213 943

Teaching Culturally Diverse Students in Vocational Education.
ED 213 942

Teaching Special Needs Students in Vocational Education.
ED 213 941

Mississippi State Univ., Mississippi State. Dept. of Agricultural and Extension Education.
Maintaining Effective Classroom Control in Vocational Education.
ED 213 944

Student Motivation in Vocational Education.
ED 213 943

Teaching Culturally Diverse Students in Vocational Education.
ED 213 942

Teaching Special Needs Students in Vocational Education.
ED 213 941

Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Career and Adult Education.
Family Relationships and Parenting Education: With Special Emphasis on Parenting. Instructor Material.
ED 214 088

Missouri Univ., Columbia. Dept. of Counseling and Personnel Services.
First Grade Activities Guide.
ED 214 690

Missouri Univ., Columbia. Instructional Materials Lab.
Family Relationships and Parenting Education: With Special Emphasis on Parenting. Instructor Material.
ED 214 088

Morton Coll., Cicero, IL. Counseling Center.
Community College Career Alternatives Handbook.
ED 214 588

Mott (C.S.) Foundation, Flint, Mich.

Moving to an Interorganizational Context for Public School Education: A Case Study.
ED 214 248
Utilizing Community Resources in the Classroom: An In-service Reference Collection.
ED 214 927

Mott-McDonald Associates, Inc., Washington, D.C.
The Federal Response to Domestic Violence. A Report of the United States Commission on Civil Rights.
ED 215 048

Mount Hood Community Coll., Gresham, Oreg.
A Report on the Oregon Consortium for Student Success.
ED 214 583

Murray State Univ., Ky. Center for Innovation and Development.
Individualizing Staff Development in Rural School Districts to Enhance Services for All Children, Including the Handicapped.
ED 214 696

Murray State Univ., KY. Dept. of Office Administration and Business Education.
Model for Identifying, Profiling, Recruiting, and Serving the Disadvantaged in Kentucky.
ED 213 936

Murray State Univ., KY. Office of Extended Education.
A Guide for Planning, Organizing and Conducting an Adult Education Ceremony.
ED 214 714

National Academy of Sciences - National Research Council, Washington, D.C. Assembly of Behavioral and Social Sciences.
Rural America in Passage: Statistics for Policy.
ED 214 742

National Academy of Sciences - National Research Council, Washington, D.C. Committee on Scholarly Communication with the People's Republic of China.
American Study Programs in China: An Interim Report Card.
ED 214 447
Higher Education and Research in the People's Republic of China: Institutional Profiles.
ED 214 448

National Advisory Council on the Education of Disadvantaged Children, Washington, D.C.
Title I, Today: A Factbook. A Descriptive Summary of Title I (Financial Assistance to Meet Special Educational Needs of Children) of the Elementary and Secondary Education Act.
ED 215 042

National Advisory Council on Vocational Education, Washington, D.C.
Policy Statement on the Need for a Continuing Strong Federal Role in Vocational Education.
ED 213 979

National Association for Asian and Pacific American Education, Berkeley, Calif.
Asian Pacific American Research Seminars. Final Report, 1979-1981.
ED 215 043
National Association for Foreign Student Affairs, Washington, D.C.
The Admission and Academic Placement of Students from Selected South American Countries: Bolivia, Brazil, Paraguay, Uruguay. A Workshop Report, September-October, 1977.
ED 214 451
The Admission and Placement of Students from Latin America: A Workshop Report. Brazil, Central America, (Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua, Panama), Colombia, Venezuela.
ED 214 449
The College, the University and the Foreign Student.
ED 214 487
National Association for Foreign Students Affairs, Washington, D.C. China Education Clearinghouse.
American Study Programs in China: An Interim Report Card.
ED 214 447
Higher Education and Research in the People's Republic of China: Institutional Profiles.
ED 214 448
National Association for the Education of Young Children, Washington, D.C.
Early Childhood Teacher Education Guidelines for Four- and Five-Year Programs. Position Statement of the National Association for the Education of Young Children, 1982.
ED 214 681//
National Association of Elementary School Principals, Arlington, VA.
Children and the World: A Global Education Curriculum Project for the Elementary School.
ED 214 833
National Association of Secondary School Principals, Reston, Va.
Reducing the Curriculum. A Process Model.
ED 214 240
Student Council Activity Resource Book.
ED 214 239
Update on Teacher Absenteeism.
ED 214 257
National Center for Education Statistics (ED), Washington, D.C.
Associate Degrees and Other Formal Awards Below the Baccalaureate, 1978-79.
ED 214 592
High School and Beyond: A National Longitudinal Study For the 1980's. Sample Design Report.
ED 214 990
Preprimary Enrollment 1980.
ED 214 682

Public and Private Schools. An Analysis of High School and Beyond: A National Longitudinal Study for the 1980's.
ED 214 314

The Second Assessment of Art, 1978-79, Released Exercise Set, Supplement.
ED 214 828

National Clearinghouse for Bilingual Education, Arlington, Va.
Adult Basic Education for Non-English Speakers: A Bibliography.
ED 214 382

Directory of Computerized Resources in Bilingual Education.
ED 214 383

Guide to Theses and Dissertations in Bilingual Education.
ED 214 384

The Social Psychology of Language: A Perspective for the 1980s. Focus, Number 5.
ED 214 381

Stereotyped Attitudes toward Various Portuguese Accents. Focus, Number 4.
ED 214 388

National Coll. of Education, Evanston, Ill.
Job Creation: Creative Materials, Activities, & Strategies for the Classroom.
ED 213 954

National Council for Resource Development, Washington, D.C.
Federal Funding to Two Year Colleges, Fiscal Year 81.
ED 214 576

National Council of Teachers of English, Urbana, Ill.
Oral and Written Language Development Research: Impact on the Schools. Proceedings from the 1979 and 1980 IMPACT Conferences.
ED 214 184

National Council of Teachers of Mathematics, Inc., Reston, Va.
The High School Mathematics Library. Seventh Edition.
ED 214 772//

Mathematics Contests: A Handbook for Mathematics Educators.
ED 214 793//

Mathematics for the Middle Grades (5-9). 1982 Yearbook.
ED 214 776//

Mathematics Projects Handbook. Second Edition.
ED 214 773//

National Day Care Information Centre, Ottawa (Ontario).
Status of Day Care in Canada, 1980: A Review of the Major Findings of the National Day Care Study, 1980.
ED 214 666

National Diffusion Network (DHEW/OE), Washington, D.C.
Physical Education Opportunity Program for Exceptional Learners (PEOPEL): An Administrative Guide for Secondary Schools. Third Edition.
ED 214 317

Physical Education Opportunity Program for Exceptional Learners (PEOPEL): A Teacher's Guide for Secondary Schools. Second Edition.
ED 214 316

National Endowment for the Humanities (NFAH), Washington, D.C.
The Federalist Papers Reexamined.
ED 214 856

Thinking Is a Basic Skill: Creating Humanities Materials for the Adult New Reader.

ED 213 822

National Evaluation Systems, Inc., Amherst, Mass.
The Circulatory System and Instructor's Guide: The Circulatory System. Health Occupations Education Module: Instructional Materials in Anatomy and Physiology for Pennsylvania Health Occupations Programs.

ED 213 964

The Endocrine System and Instructor's Guide: The Endocrine System. Health Occupations Education Module: Instructional Materials in Anatomy and Physiology for Pennsylvania Health Occupations Programs.

ED 213 969

The Genitourinary System and Instructor's Guide: The Genitourinary System. Health Occupations Education Module: Instructional Materials in Anatomy and Physiology for Pennsylvania Health Occupations Programs.

ED 213 968

The Musculoskeletal System and Instructor's Guide: The Musculoskeletal System. Health Occupations Education Module: Instructional Materials in Anatomy and Physiology for Pennsylvania Health Occupations Programs.

ED 213 965

The Nervous System and Instructor's Guide: The Nervous System. Health Occupations Education Module: Instructional Materials in Anatomy and Physiology for Pennsylvania Health Occupations Programs.

ED 213 967

The Reproductive System and Instructor's Guide: The Reproductive System. Health Occupations Education Module. Instructional Materials in Anatomy and Physiology for Pennsylvania Health Occupations Programs.

ED 213 970

The Respiratory System and Instructor's Guide: The Respiratory System. Health Occupations Education Module: Instructional Materials in Anatomy and Physiology for Pennsylvania Health Occupations Programs.

ED 213 966

National Home Study Council, Washington, D.C.
The Green Chair Group. Predicting Distant Education in the Year 2001. Final Report.

ED 213 927

National Inst. for Careers Education and Counselling, London (England).

Beyond Coping. Some Approaches to Social Education. Project Report.

ED 213 952

National Inst. of Adult Education, Leicester (England).
Community Colleges in England and Wales.

ED 214 564//

National Inst. of Child Health and Human Development (NICH), Bethesda, Md.
Contextual Constraints on the Comprehension of "Before" and "After".

ED 214 678
Designing for Privacy in the Classroom: An Ecological Perspective.

ED 214 249
The Design of Educational Environments: An Expression of Individual Differences or Evidence of the Press toward Synomorphy?''

ED 214 250
Speech Research: A Report on the Status and Progress of Studies on the Nature of Speech, Instrumentation for Its Investigation, and Practical Applications, January 1-March 31, 1982.

ED 214 226
Status Report on Programs and Projects (As of January 1, 1982).

ED 215 055
National Inst. of Education (DHEW), Washington, D.C.
Adult Basic Education for Non-English Speakers: A Bibliography.

ED 214 382
Defensible Educational Goals and Needs-Assessment Strategies. Studies in Evaluation and Decision Making. Work Unit 3: Philosophic Inquiry into Evaluation.

ED 214 949
Directory of Computerized Resources in Bilingual Education.

ED 214 383
Evaluation Design Project: School District Organization Study. Annual Report.

ED 214 297
Evaluation Workshop V: Progress Evaluation. Team Notebook.

ED 214 959
Guide to Theses and Dissertations in Bilingual Education.

ED 214 384
The Language of the Bureaucracy. Document Design Project, Technical Report No. 15.

ED 214 371
Linguistic Theory and the Study of Legal and Bureaucratic Language. Document Design Project, Technical Report No. 16.

ED 214 372
Organization Development: Change Strategies. New Directions for Community Colleges, Number 37.

ED 214 594
Psycholinguistic Alternatives to Readability Formulas. Document Design Project, Technical Report No. 12.

ED 214 370
The Regional Laboratory Connection. Improving Educational Practices Through Systematic Research and Development.

ED 214 908
The Regional Laboratory Connection. Improving Educational Practices Through Systematic Research and Development. Executive Summary.

ED 214 907
The Social Psychology of Language: A Perspective for the 1980s. Focus, Number 5.

ED 214 381
Stereotyped Attitudes toward Various Portuguese Accents. Focus, Number 4.

ED 214 388
Studies in Bilingual Evaluation, Work Unit I: Bilingual Prediction Project. Final Report.

ED 214 954
Testing, Teaching and Learning: Chairman's Report of a Conference on Research on Testing (August 17-26, 1978).

ED 214 950
Test Use in Schools. Studies in Measurement and Methodology, Work Unit 4.

ED 214 951
What Opportunities Are There for Parents to Be Educators? Proceedings of a Research Area Planning Conference (Washington, DC, December 10-11, 1979).

ED 214 643
National Inst. of Education (ED), Washington, D.C.
An Adaptation of the "Standards for Evaluations" for the Interpretation of Reading Program Evaluations. Final Report.

ED 214 110
Alternative Patterns of International Collaboration for School Improvement: An Analysis of Activities of the OECD/CERI Pacific Circle Consortium.

ED 214 827
Analysis of Dialogue Journal Writing as a Communicative Event. Final Report. Volume I.

ED 214 196
Analysis of Dialogue Journal Writing as a Communicative Event. Final Report. Volume II.

ED 214 197
An Analysis of the Secondary School Science Curriculum and Directions for Action in the 1980's. 1982 AETS Yearbook.

ED 214 759
Case Studies of Three Urban University-School Collaboratives Mandated for the Improvement of Educational Practice. Executive Summary.

ED 215 046
Case Studies of Three Urban University-School Collaboratives Mandated for the Improvement of Educational Practice. Volume I, Final Report.

Revised.

ED 215 044
Case Studies of Three Urban University-School Collaboratives Mandated for the Improvement of Educational Practice. Volume II, Final Report.

ED 215 045
Causal Cohesion and Story Coherence.

ED 214 147
Classroom Applications of Writing Assessment: A Teacher's Handbook.

ED 214 995
Computer Literacy in Higher Education. AAHE-ERIC/Higher Education Research Report No. 6, 1981.

ED 214 446
Corporate Education: Threat or Opportunity? AAHE-ERIC/Higher Education Research Currents.

ED 214 453

Counseling the Bilingual Student. Searchlight Plus: Relevant Resources in High Interest Areas, 54 .

ED 214 050

Defining Writing: Effects of Discourse and Response Mode.

ED 214 168

Desegregating Public Schools: A Handbook for Local Officials.

ED 215 005

Evaluating Classroom Speaking.

ED 214 213

An Examination of the Visibility of Class Climate as a Useful Construct in Secondary Schools. A Study of Schooling in the United States. Technical Report Series, No. 23.

ED 214 891

Expectation States Theory and Classroom Learning.

ED 214 750

Factors Related to Young Women's Persistence and Achievement in Advanced Placement Mathematics.

ED 214 798

Fact Sheets from the ERIC Clearinghouse on Handicapped and Gifted Children, 1980.

ED 214 319

Fact Sheets from the ERIC Clearinghouse on Handicapped and Gifted Children, 1981.

ED 214 320

Fairness in Qualitative Evaluation: Some Implications for Educational Evaluators.

ED 214 988

Financial Analysis for Academic Units. AAHE-ERIC/Higher Education Research Report No. 7, 1981.

ED 214 450

Framework for Policy Analysis of Alternative Patterns of International Education Dissemination.

ED 214 826

Handbook in Evaluating with Photography.

ED 214 989

Improving Evaluation Use in Local School Settings. Optimizing Evaluation Use: Final Report.

ED 214 998

Integrating the Community and the Classroom: Implementing at the Postsecondary Level.

ED 214 436

Integrating the Community and the Classroom: Instructors Describe the Results.

ED 214 435

An Investigation of the Trends in Vocabulary Research and the Effects of Prior Knowledge on Instructional Strategies for Vocabulary Acquisition.

ED 214 118

Kindergarten and First-Grade Children's Strategies for Solving Addition and Subtraction Problems in Abstract and Verbal Problem Contexts. Report from the Program on Studies in Mathematics. Technical Report No. 583.

ED 214 652
Management Review of Evaluation Practice.

ED 214 983
Marketing in Higher Education. AAHE-ERIC/Higher Education Research Report No. 5, 1981.

ED 214 445
Methodological Considerations in Studies of Effective Principals.

ED 214 985
Minimum Competency Testing Clarification Hearing (July 10th, 1981).

ED 215 002
Minimum Competency Testing Clarification Hearing (July 8th, 1981).

ED 215 000
Minimum Competency Testing Clarification Hearing (July 9th, 1981).

ED 215 001
The Navajo Culture and the Learning of Mathematics. Final Report.

ED 214 708
Peers' Requests and Responses in Third-Grade Reading Groups.

ED 214 119
Preparing to Teach Economics: Approaches and Resources. Revised and Expanded Edition.

ED 214 837
Qualitative Studies in Context: Reflections on the CSE Studies of Evaluation Use.

ED 214 978
The Relationship between Reading Related Background Variables and Comprehension Achievement: A Secondary Analysis of the 1979-80 Reading/Literature Assessment Data.

ED 214 132

Research in Environmental Education 1971-1980.
ED 214 762

Research into the Development of Affective Instruments in the Lansing School District, Final Report. Part 1: The Development of an Instrument to Measure the Effect of Counseling Services on Elementary Children in Grades Three through Six and Part 2: The Development of an Instrument to Measure the Effects of Counseling Services on Elementary Children in Grades One and Two.
ED 214 939

Research on Selection Methods and Programming for Advanced Black Students at the Secondary Level of Education. Final Report.
ED 215 047

Residential Education in Israel. Report of the Israeli-American Seminar on "Out of School Education".
ED 215 049

Resources in Education (RIE). Volume 17, Number 8.
ED 213 817

School Contingencies in the Continuation of Planned Change.
ED 214 292

Science Education for Women and Minorities in an Urban Community College. Topical Paper Number 75.
ED 214 578

The Second Assessment of Art, 1978-79, Released Exercise Set, Supplement.
ED 214 828

Strategies and Other Predictors for the Upward Career Mobility of Women in School Administration.
ED 214 296

Students' Perceptions of Differential Treatment in the Classroom.
ED 214 980

A Study of Preceptor Training of Classroom Teachers in Reading Diagnosis.
ED 214 161

Teachers under Duress: Some Effects of Declining Enrollment and District Staffing Policies.
ED 214 245

Teaching Natural Resource Management Through Environmental Education Activities.
ED 214 752

A Technique for Improving the Understanding of Expository Text: Gloss (Part 1); Examples of Gloss Notation (Part 2).
ED 214 120

Test Design Project: Studies in Test Adequacy. Annual Report.
ED 214 944

Training of the School Administrator: State of the Art. An Occasional Paper.
ED 214 253

Using Research: A Key to Elementary School Mathematics. 1981 Revision.

ED 214 763
A View of Work Flow in an Administrative System: The Case of Routine and Non-Routine Work.

ED 214 311
What Can You Learn about Writing in School?: A Case Study in an Elementary Classroom.

ED 214 200
Who's Keeping Score? A User's Guide to Video Cassettes & Transcript of the Minimal Competency Testing Clarification Hearings .

ED 214 999
Writing in Non-Academic Settings.

ED 214 163
National Inst. of Education (ED), Washington, D.C. Dissemination and Improvement of Practice Program.
Asian Pacific American Research Seminars. Final Report, 1979-1981.

ED 215 043
National Inst. of Education (ED), Washington, DC. Teaching and Learning Program.
Diary Time: The Life History of an Occasion for Writing. Research Series No. 106.

ED 214 648
National Inst. of General Medical Sciences (NIH), Bethesda, Md.
Stress in School Environments: An Administrative Perspective.

ED 214 308
National Inst. of Handicapped Research (ED), Washington, D.C.
Cooperative Occupational Preparation of the Handicapped. Exemplary Models.

ED 213 928
The Role of Special Education in an Overall Rehabilitation Program. Monograph Number Seven.

ED 214 350
National Inst. of Mental Health (DHEW), Rockville, Md.
Determinants of Service Expansion in Local Communities: Organizational Needs or Needs of the Elderly?

ED 214 079
Field Dependence-Independence and Psychological Differentiation: Bibliography with Index. Supplement No. 5.

ED 214 977
Primary Prevention in Mental Health and Social Work: A Sourcebook of Curriculum and Teaching Materials.

ED 214 423
National Inst. of Mental Health (DHHS), Bethesda, Md.
Affirmative Action to Employ Mentally Restored People.

ED 213 912
Eight Questions Employers Ask About Hiring the Mentally Restored.

ED 213 913
National Inst. of Mental Health (DHHS), Rockville, Md.
Research Utilization in Social Work Education.

ED 214 810
Sex Roles and Statuses in Peer Interactions in Elementary Schools.

ED 214 677
When Prohibition Works: Alternatives to Violence in the Odyssey House Youth Program and in the Family.

ED 214 054
National Inst. of Neurological and Communicative Disorders and Stroke (NIH), Bethesda, Md.
Speech Research: A Report on the Status and Progress of Studies on the Nature of Speech, Instrumentation for Its Investigation, and Practical Applications, January 1-March 31, 1982.

ED 214 226
National Inst. on Aging (DHEW/PHS), Bethesda, Md.
Significant Other Relationships: Their Location and Importance for the Older Widow.

ED 214 098
National Inst. on Alcohol Abuse and Alcoholism (DHHS), Rockville, Md.
Alcoholism and the Hispanic: A Mutual Concern El Alcoholismo y Los Hispanos Una Preocupacion Nacional. Proceedings of the National Hispanic Conference on Alcoholism (San Antonio, Texas, September 7-10, 1981).

ED 214 710
National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.
Drug Program Report: Credentialing.

ED 214 036
National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md. Div. of Prevention and Treatment Development.
A Study of Volunteers in Drug Abuse Programs. Treatment Research Report.

ED 214 048
National Middle School Association, Fairborn, Ohio.
Administrative Style and Organizational Climate in Junior High and Middle Schools.

ED 214 289//
A Comparative Study to Determine the Relationship between the Existing Practices of Selected Middle Schools and Student Performance on a Standardized Attitudinal Measure.

ED 214 277//
A Comparison of Middle School and High School Students' Attitudes toward School and Teachers.

ED 214 275//
A Comparison of the Attitudes of Elementary, Middle and High School Teachers.

ED 214 287//
The Current Status of Ohio Middle Schools Implementation of Eighteen Middle School Characteristics.

ED 214 286//
A Delphi Study to Determine Needed Middle School Research.

ED 214 281//
Developing Effective Middle Schools through Faculty Participation.

ED 214 272
The Emerging Middle School Language Arts Program.

ED 214 278//
Exceptional Students: Exceptional Needs.

ED 214 291//
The Junior High Teacher as a Classroom Evaluator.

ED 214 285//
Middle School Research. Selected Studies 1977-1979. Volume II.

ED 214 273
Middle School Research. Selected Studies 1977-1979. Volume III.

ED 214 283
A Model for a Middle School Guidance Program Based on Developmental Tasks of Students.

ED 214 279//
Principals' Attitudes about the Characteristics and Functions of the Middle School.

ED 214 276//
Small Groups for Instruction: An Investigation of Teacher Viewpoints.

ED 214 282//
A Study of Openness to New Experiences of Middle School Teachers as Compared to Elementary and Secondary Teachers.

ED 214 274//
A Study of the Perceptions of Performance Skills of Middle School Principals by Selected Teachers and Principals.

ED 214 288//
A Study to Determine the Current Level of Implementation of Eighteen Basic Middle School Principles in the State of Missouri.

ED 214 280//
Teacher Response to Gifted Middle School Students.

ED 214 284//
Teaching Decimal Math with Calculators.

ED 214 290//
National Opinion Research Center, Chicago, Ill.
High School and Beyond: A National Longitudinal Study For the 1980's. Sample Design Report.

ED 214 990
Public and Private Schools. An Analysis of High School and Beyond: A National Longitudinal Study for the 1980's.

ED 214 314
National Public Radio, Washington, D.C.
Options in Education: Takes Listeners to the Core of the Issues. Standardized Testing, Parts 1-6, Program Nos. 280-285.

ED 214 943
National Retired Teachers Association, Washington, D.C.
The Graying of the College Classroom: Impact of Older People as Peers in the Classroom on Attitudes and on Performance of Undergraduates.

ED 213 885

The Life Cycle: A Suggested Annotated Bibliography of Twentieth-Century American Literature.

ED 213 886

National School Boards Association, Washington, D.C.

How Milwaukee Officials Administer Their Board's Sick Leave Policy.

ED 214 234

You Can't Afford for Teachers to Be Out, So Take These Steps Now to Stop Absenteeism.

ED 214 233

National Science Foundation, Washington, D.C.

Bargaining: Power, Tactics and Outcomes.

ED 214 420//

Conditional Independence in Applied Probability.

ED 214 768

Conference Model: Guidelines...for Science Supervisors on How to Conduct a Successful Leadership Conference.

ED 214 803

Contextual Constraints on the Comprehension of Before'' and After''.

ED 214 678

Coordination of NSF Projects in the Area of Continuing Education for Scientists and Engineers.

ED 214 789

Elements of the Theory of Generalized Inverses for Matrices.

ED 214 767

Evaluation of the BSCS Human Sciences Program.

ED 214 805

Expectation States Theory and Classroom Learning.

ED 214 750

An Identification of the Science Career Development Needs of Deaf Students.

ED 214 337

A Model Continuing Education Needs Assessment/Response System in Science and Engineering. Summary Report.

ED 214 790

Productivity in Community College Programs: A Technique for Determining Relative Efficiency.

ED 214 571

Science Education for Women and Minorities in an Urban Community College. Topical Paper Number 75.

ED 214 578

Spatial Models of Election Competition.

ED 214 775

Speech Research: A Report on the Status and Progress of Studies on the Nature of Speech, Instrumentation for Its Investigation, and Practical Applications, January 1-March 31, 1982.

ED 214 226

The Status of Middle School and Junior High School Science, Volume II: Technical Report.
ED 214 779

Topics in the Theory of Voting.
ED 214 777

UMAP Modules: Final Report 1976-80.
ED 214 771

UMAP Modules-Units 105, 107-109, 111-112, 158-162.
ED 214 786

UMAP Modules-Units 203-211, 215-216, 231-232.
ED 214 787

UMAP Modules-Units 240-242, 251.
ED 214 788

UMAP Modules-Units 60-62, 67, 68, 70.
ED 214 783

UMAP Modules-Units 71, 72, 73, 74, 75, 81-83, 234.
ED 214 784

UMAP Modules-Units 84-88.
ED 214 785

National Science Foundation, Washington, D.C. Directorate for Science Education.
Identifying Different Levels of Understanding Attained by Physics Students. Final Report.
ED 214 755

National Science Foundation, Washington, D.C. Div. of Science Resources Studies.
Problems of Small, High-Technology Firms. Special Report.
ED 214 795

National Science Supervisors Association, Washington, D.C.
Conference Model: Guidelines...for Science Supervisors on How to Conduct a Successful Leadership Conference.
ED 214 803

National Science Teachers Association, Washington, D.C.
Survey Results: Preservice Preparation of Teachers of Science at the Elementary, Middle, and Junior High School Levels.
ED 214 804

National Swedish Board of Universities and Colleges, Stockholm.
Cooperative Education, Experiential Learning, and Personal Knowledge.
ED 214 426

Navy Personnel Research and Development Center, San Diego, Calif.
Correctional Retraining in the Navy: An Evaluation. Final Report, FY80-81.
ED 213 911

Netherlands Ministry of Education and Sciences, The Hague.
The Project Onderwijs en Sociaal Milieu (The Project Education and Social Environment).
ED 215 040

Nevada State Dept. of Education, Carson City.

Federal Nondiscrimination Regulations: A Procedural Compliance Handbook. Draft.
ED 215 007

Newark Board of Education, N.J.
Newark Teacher Center Principals' Survey. Analysis and Report.
ED 214 870

New Hampshire State Comprehensive Children and Youth Project, Concord.
Implementing Child Checks: A Child Find Procedures Manual.
ED 214 651

New Jersey State Dept. of Higher Education, Trenton.
Validation of the New Jersey College Basic Skills Placement Test.
ED 214 945

New Orleans Public Schools, LA. Dept. of Research and Evaluation.
Improving Evaluation Use in Local School Settings. Optimizing Evaluation Use: Final Report.
ED 214 998

New Rochelle City School District, NY.
Activities Ideas Definition Strategies (AIDS). Learning Disabilities: A Book of Resources for the Classroom Teacher.
ED 214 358

New South Wales Dept. of Industrial Relations and Technology, Darlinghurst (Australia). Div. of Vocational Guidance Services.
Interactions of Work-Task Dimensions and Sex Differences in Occupational Choices. Research Report.
ED 213 819

Inter-Relationships between Self-Estimates of Aptitudes and Tested Abilities on the GATB.
ED 214 962

Kuder Interest Card Sort: Research Report.
ED 214 963

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
Bilingual Pupil Services. E.S.E.A. Title I. Final Evaluation Report, 1980-1981.
ED 215 072

Follow Through Resource Center: Community School 77. Final Evaluation Report, 1980-1981.
ED 215 021

John Bowne High School Basic Bilingual Program. E.S.E.A. Title VII. Final Evaluation Report, 1980-1981.
ED 215 071

John Jay High School Project Rescate.'' E.S.E.A. Title VII. Final Evaluation Report, 1980-1981.
ED 215 069

Project Parents: Awareness, Education, Involvement Program. E.S.E.A. Title VII. Final Evaluation Report, 1980-1981.
ED 215 070

The Promotional Gates Program: Mid-Year Assessment and Analysis of

January, 1982 Test Results. Evaluation Report.
ED 215 011

Title I Children's Program: Learning to Read through the Arts. Final Evaluation Report, 1980-1981.
ED 215 067

William H. Taft High School Project Adelante. E.S.E.A. Title VII. Final Evaluation Report, 1980-1981.
ED 215 068

New York Council for the Humanities, NY.
Directory of Humanities Resource People in New York State.
ED 214 825

New York Metropolitan Reference and Research Library Agency, N.Y.
Report of METRO Task Force to Study NYSILL.
ED 214 506

New York State Education Dept., Albany.
Directory of Humanities Resource People in New York State.
ED 214 825

Federal Legislation and Education in New York State.
ED 214 258

New Part 200 of the Regulations of the Commissioner of Education Effective July 1, 1982.
ED 214 315

New York State Education Dept., Albany. Bureau of Bilingual Education.
Guidelines for the Development of Programs for Students with Limited English Proficiency under Part 154 of the Regulations of the Commissioner of Education.
ED 214 380

New York State Education Dept., Albany. Bureau of Drug Education.
Drug Education Curriculum: Grade Five. Health Education: Substance Abuse Prevention.
ED 214 094

Drug Education Curriculum: Grade Four. Health Education: Substance Abuse Prevention.
ED 214 093

Drug Education Curriculum: Grade One. Health Education: Substance Abuse Prevention.
ED 214 090

Drug Education Curriculum: Grade Six. Health Education: Substance Abuse Prevention.
ED 214 095

Drug Education Curriculum: Grade Three. Health Education: Substance Abuse Prevention.
ED 214 092

Drug Education Curriculum: Grade Two. Health Education: Substance Abuse Prevention.
ED 214 091

Drug Education Curriculum: Junior High. Health Education: Substance Abuse Prevention.

ED 214 096
Drug Education Curriculum: Kindergarten. Health Education: Substance Abuse Prevention.

ED 214 089
Drug Education Curriculum: Senior High. Health Education: Substance Abuse Prevention.

ED 214 097
New York State Education Dept., Albany. Bureau of General Education Curriculum Development.
Supervision Manual: Social Studies Program.

ED 214 831
New York State Education Dept., Albany. Cultural Education Center.
New York State Bundy Aid Program, 1969-1981. A Historical Report on New York State Colleges and Universities Receiving State Aid Under Section 6401 of the Education Law.

ED 214 454
New York State English Council.
The Study and Teaching of Literature.

ED 214 185
New York State Library, Albany.
Directory of Humanities Resource People in New York State.

ED 214 825
Meeting Information Needs of the 80's. Report of the Commissioner's Committee on Statewide Library Development.

ED 214 529
Report of the Statewide Continuing Library Education Advisory Committee on the Development of a Program to Meet the Educational Needs of New York Continuing Library Education Planners and Administrators.

ED 214 531
New York State Special Task Force on Equity and Excellence in Education.
The Report and Recommendations of the New York State Special Task Force on Equity and Excellence in Education. Volume Two.

ED 214 268
North Carolina Governor's Office, Raleigh.
Helping Working Parents: Child Care Options for Business.

ED 214 626
North Carolina State Dept. of Administration, Raleigh.
Helping Working Parents: Child Care Options for Business.

ED 214 626
North Carolina State Dept. of Community Colleges, Raleigh. Occupational Program Services.
Chore Services. Course Outline.

ED 213 935
North Carolina State Univ., Raleigh. Dept. of Mathematics and Science Education.
The Preparation of High School Science Teachers in North Carolina: Baseline Data for the 1980's. Science Education Report.

ED 214 796
North Carolina State Univ., Raleigh. School of Education.
Health Careers Exploration for the Handicapped. A Guide for Counselors and Teachers.

ED 213 825

North Caroline Univ., Chapel Hill. Frank Porter Graham Center.
Status Report on Programs and Projects (As of January 1, 1982).
ED 215 055

Northern Virginia Community Coll., Annandale.
Faculty-Counselor Collaboration in the Developmental Classroom: A How-To Manual.
ED 214 056

North Lake Coll., Irving, TX.
Academic Cooperative Education at North Lake College: A Commitment to the 1980's.
ED 214 554

Northwestern State Univ., Natchitoches, La.
Competency-Based Business Education (Grade Levels 9-12). Vocational Education Curriculum Guide. Bulletin 1662.
ED 213 937

Northwest Regional Educational Lab., Portland, Oreg.
Alternative Patterns of International Collaboration for School Improvement: An Analysis of Activities of the OECD/CERI Pacific Circle Consortium.
ED 214 827

Class Size. Research on School Effectiveness Project: Topic Summary Report.
ED 214 705

Computer-Assisted Instruction. Research on School Effectiveness Project: Topic Summary Report.
ED 214 707

Direct Instruction. Topic Summary Report. Research on School Effectiveness Project.
ED 214 909

Fairness in Qualitative Evaluation: Some Implications for Educational Evaluators.
ED 214 988

Framework for Policy Analysis of Alternative Patterns of International Education Dissemination.
ED 214 826

Handbook in Evaluating with Photography.
ED 214 989

Instructional Grouping: Ability Grouping. Research on School Effectiveness Project: Topic Summary Report.
ED 214 704

Instructional Grouping: Group Size. Research on School Effectiveness Project: Topic Summary Report.
ED 214 703

Management Review of Evaluation Practice.
ED 214 983

Native American Education. Topic Summary Report.
ED 214 700

Parent Participation. Research on School Effectiveness Project: Topic Summary Project.
ED 214 701

The Principal as Instructional Leader. Research on School Effectiveness Project: Topic Summary Report.
ED 214 702

Procedures for Research on School Effectiveness Project.
ED 214 699

The Regional Laboratory Connection. Improving Educational Practices Through Systematic Research and Development.
ED 214 908

The Regional Laboratory Connection. Improving Educational Practices Through Systematic Research and Development. Executive Summary.
ED 214 907

Time Factors in Learning. Research on School Effectiveness Project: Topic Summary Report.
ED 214 706

Northwest Regional Education Lab., Portland, Oreg. Clearinghouse for Applied Performance Testing.

Classroom Applications of Writing Assessment: A Teacher's Handbook.
ED 214 995

Oakton Community Coll., Des Plaines, IL. Office of Institutional Research.

Assessment of Mandatory Placement in Communications: Fall 1981.
ED 214 599

Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.

Adult Basic Education for Non-English Speakers: A Bibliography.
ED 214 382

Bilingual Pupil Services. E.S.E.A. Title I. Final Evaluation Report, 1980-1981.
ED 215 072

Directory of Computerized Resources in Bilingual Education.
ED 214 383

Guide to Theses and Dissertations in Bilingual Education.
ED 214 384

John Bourne High School Basic Bilingual Program. E.S.E.A. Title VII. Final Evaluation Report, 1980-1981.
ED 215 071

Limited English Proficiency Students in Wisconsin: Cultural Background and Educational Needs. Part II: Indochinese Students (Hmong and Vietnamese).
ED 214 373

Project Parents: Awareness, Education, Involvement Program. E.S.E.A.

Title VII. Final Evaluation Report, 1980-1981.
ED 215 070

The Social Psychology of Language: A Perspective for the 1980s. Focus, Number 5.
ED 214 381

Stereotyped Attitudes toward Various Portuguese Accents. Focus, Number 4.

ED 214 388
William H. Taft High School Project Adelante. E.S.E.A. Title VII. Final Evaluation Report, 1980-1981.

ED 215 068
Office of Civil Rights (ED), Washington, D.C.
Data on Earned Degrees Conferred by Institutions of Higher Education by Race, Ethnicity, and Sex, Academic Year 1978-1979. Volumes I and II.

ED 214 456
Office of Consumer's Education (ED), Washington, D.C.
Mastery Learning Developer's Guide. How to Develop Tests and Teaching Materials for all Types of Mastery Learning Students, Especially for Teaching Consumer Education and Basic Competencies to Teenagers and Adults who are Deficient or Reluctant Readers.

ED 214 866
Office of Education (DHEW), Washington, D.C.
A Classroom Teacher's Guide to Reading Improvement in Middle School Science. Resource Monograph No. 19.

ED 214 123
Community Development FFA Style.

ED 214 726
Community Education, Arizona Style. A First Year Overview for the New Coordinator.

ED 213 981
Evaluation Workshop II: Needs Assessment, Preliminary Version. Participant's Notebook and Leader's Manual.

ED 214 956
Follow Through Resource Center: Community School 77. Final Evaluation Report, 1980-1981.

ED 215 021
Interreliance: An Energy Awareness Project for the Community Colleges. A Report of the Task Force on Energy Education.

ED 214 587
The Mamook Book: Activities for Learning About the Northwest Coast Indians.

ED 214 720
Marketing and Distributive Education. Community/Work-Based Programs. An Instructor's Guide to Program Strategies. Cooperative Vocational Education; Vocational Work Experience Education; Community Classroom.

ED 213 946
Teaching about Conflict: Northern Ireland. Cultural Studies Series, Volume 5.

ED 214 843
Values and Music: Some Comparisons Between the U.S. and China and Japan. An Experimental Unit.

ED 214 845
Waukegan Follow Through Balanced Reading Program: Individualized Reading Instruction Manual.

ED 214 117
Office of Elementary and Secondary Education (ED), Washington, D.C.
An Approach to Learning through the Arts: Final Report, 1980-1981.

ED 214 853
P.A.C. Planner's Workbook. E.S.E.A. Title I. Revised.

ED 215 066
What's It Like to be Old?

ED 214 818

Office of Elementary and Secondary Education (ED), Washington, D.C. Migrant Education Programs.
Oklahoma Annual Migrant Evaluation Report, Title I. 1981.
ED 214 722

Office of Indian Education (ED), Washington, D.C.
The American Indian Social Studies Curriculum Activity Guide, K-6.
ED 214 736

Office of International Education (ED), Washington, D.C.
A Reference Grammar of the Kanuri Language.
ED 214 369

Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, D.C.
Implementing Child Checks: A Child Find Procedures Manual.
ED 214 651

Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
Standard Error of an Equating by Item Response Theory.
ED 214 947

The Standard Error of Equipercentile Equating.
ED 214 948

Office of Naval Research, Washington, D.C.
Productivity in Community College Programs: A Technique for Determining Relative Efficiency.
ED 214 571

Office of Refugee Resettlement (DHHS), Washington, D.C.
A Future for Us All. A Resource Guide for Refugee Women's Program Development.
ED 214 405

The Resettlement of Indochinese Refugees in the United States: A Selected Bibliography.
ED 215 004

Social Adaptation of Refugees. A Guide for Service Providers.
ED 214 404

Teaching English to Haitians. Refugee Education Guide. General Information Series #26.
ED 214 406

Office of Special Education and Rehabilitative Services (ED), Washington, D.C.
One Step at a Time.
ED 214 333

Office of Special Education (ED), Washington, D.C.
Academic Engaged Time and Its Relationship to Learning: A Review of the Literature.
ED 214 930

Health Careers Exploration for the Handicapped. A Guide for Counselors and Teachers.
ED 213 825

Manual Para Padres: de los Ninos Incapacitados Pre-escolares (A Handbook for Parents of Pre School Handicapped Children).
ED 214 360

Project REACH. A Rural Education Approach in a Consortium for Handicapped: A Comprehensive Service Model. 1980-1981, Final Evaluation Report.

ED 214 718
Reliability and Validity of Curriculum-Based Informal Reading Inventories.

ED 214 155
Sexuality Education with Troubled Adolescents: Suggestions for Planning and Implementation.

ED 214 361
Staff Development: A Systematic Process.

ED 214 332
Office of Special Education (ED), Washington, D.C. Handicapped Children's Early Education Branch.
Project UPSTART. Final Report 1980-1981.

ED 214 342
Office of the Assistant Secretary for Education (DHEW), Washington, D.C.
Testing, Teaching and Learning: Chairmen's Report of a Conference on Research on Testing (August 17-26, 1978).

ED 214 950
Office of the Assistant Secretary of Defense for Manpower and Reserve Affairs (DOD), Washington, D.C.
Profile of American Youth: 1980 Nationwide Administration of the Armed Services Vocational Aptitude Battery.

ED 214 976
Office of Vocational and Adult Education (ED), Washington, D.C.
AIASA Guide for Industrial Arts Programs.

ED 213 908
Ethnographic Research on Word Recognition Strategies of Adult Beginning Readers: Summary Report.

ED 213 990

A Reading and Writing Program Using Language-Experience Methodology Among Adult ESL Students in a Basic Education Program. Administrators/Instructors Manual.

ED 213 914
A Reading and Writing Program Using Language-Experience Methodology Among Adult ESL Students in a Basic Education Program. Volunteer Tutor Manual.

ED 213 915
Sex Equity Guide for Industrial Arts Programs.

ED 213 909
Special Needs Guide for Industrial Arts Programs.

ED 213 910
Standards for Industrial Arts Programs.

ED 213 907
Teaching Adults!! Training Materials for Adult Education Staff Development.

ED 213 824
Office of Vocational and Adult Education (ED). Washington, DC. Div. of National Vocational Programs.
Agribusiness Safety. Module SH-15. Safety and Health.

ED 213 849
Agricultural Chemical and Pesticide Hazards. Module SH-50. Safety and Health.

ED 213 884
Business and Office Safety. Module SH-11. Safety and Health.

ED 213 845
Chemical Hazards and Waste Disposal Safety and Health. Module SH-46. Safety and Health.

ED 213 880
Coast Guard Regulations Applied to Offshore Drilling. Module SH-45. Safety and Health.

ED 213 879
Development of Safety and Health Instructional Materials. Final Report.

ED 213 827
Electrical Power Transmission and Distribution Safety. Module SH-40. Safety and Health.

ED 213 874
Establishing a Company Safety and Health Program. Module SH-49. Safety and Health.

ED 213 883
Excavating, Trenching, and Shoring Safety. Module SH-38. Safety and Health.

ED 213 872
Exhaust, Dust Collection and Ventilation Systems. Module SH-44. Safety and Health.

ED 213 878

Fire Prevention and Emergency Procedures. Module SH-05. Safety and Health.
ED 213 839

First Response to Medical Emergencies. Module SH-04. Safety and Health.
ED 213 838

Fundamentals of Electrical Safety. Module SH-03. Safety and Health.
ED 213 837

Hazardous Materials Safety. Module SH-29. Safety and Health.
ED 213 863

Industrial Sanitation and Personal Facilities. Module SH-13. Safety and Health.
ED 213 847

Ionizing and Nonionizing Radiation Protection. Module SH-35. Safety and Health.
ED 213 869

Ladder and Scaffolding Safety. Module SH-22. Safety and Health.
ED 213 856

Machine and Woodworking Tool Safety. Module SH-24. Safety and Health.
ED 213 858

Marine and Longshoring Safety. Module SH-21. Safety and Health.
ED 213 855

Material Hoist Safety. Module SH-16. Safety and Health.
ED 213 850

Materials Handling. Module SH-01. Safety and Health.
ED 213 835

Mechanized Off-Road Equipment Safety. Module SH-17. Safety and Health.
ED 213 851

OSHA Training Programs. Module SH-48. Safety and Health.
ED 213 882

Overcurrent and Electrical Shock Protection. Module SH-31. Safety and Health.
ED 213 865

Personal Protective Equipment. Module SH-12. Safety and Health.
ED 213 846

Precautions for Explosive Materials. Module SH-20. Safety and Health.
ED 213 854

Recognizing Job Health Hazards. Module SH-08. Safety and Health.
ED 213 842

Recognizing Job Safety Hazards. Module SH-09. Safety and Health.
ED 213 843

The Role of OSHA in Safety and Health. Module SH-02. Safety and Health.
ED 213 836

Safe Handling and Use of Flammable and Combustible Materials. Module SH-30. Safety and Health.
ED 213 864

Safe Operation of Commercial Vehicles. Module SH-18. Safety and

Health.

ED 213 852
Safety and Concrete, Forms, and Shoring. Module SH-37. Safety and Health.

ED 213 871
Safety and Health for Agriculture and Agribusiness Operations. An Instructor Resource Guide.

ED 213 828
Safety and Health for Allied Health Occupations. An Instructor Resource Guide.

ED 213 830
Safety and Health for Business and Office Education. An Instructor Resource Guide.

ED 213 831
Safety and Health for Marketing and Distributive Education. An Instructor Resource Guide.

ED 213 829
Safety and Health for Technical Education. An Instructor Resource Guide.

ED 213 833
Safety and Health for Trade and Industrial Education. An Instructor Resource Guide.

ED 213 834
Safety and Health for Vocational Home Economics Education. An Instructor Resource Guide.

ED 213 832
Safety and Health in Vocational Education. Module SH-47. Safety and Health.

ED 213 881
Safety Features for Floor and Wall Openings and Stairways. Module SH-36. Safety and Health.

ED 213 870
Safety Features of Material and Personnel Movement Devices. Module SH-25. Safety and Health.

ED 213 859
Safety for Compressed Gas and Air Equipment. Module SH-26. Safety and Health.

ED 213 860
Safety Guards for Machinery. Module SH-34. Safety and Health.

ED 213 868
Safety in Elevators and Grain Handling Facilities. Module SH-27. Safety and Health.

ED 213 861
Safety Practices for Commercial Diving. Module SH-43. Safety and Health.

ED 213 877
Safety Practices for Demolition Procedures. Module SH-41. Safety and Health.

ED 213 875
Safety Signs, Tags, and Color Codes. Module SH-07. Safety and Health.
ED 213 841
Safety with Hand and Portable Power Tools. Module SH-14. Safety and Health.
ED 213 853
Safe Use of Powered Industrial Trucks. Module SH-42. Safety and Health.
ED 213 876
Steel Erection Safety. Module SH-39. Safety and Health.
ED 213 873
Structural Egress and Emergency Procedures. Module SH-10. Safety and Health.
ED 213 844
Using Ropes, Chains and Slings Safely. Module SH-14. Safety and Health
ED 213 848
Vibration and Noise Control. Module SH-33. Safety and Health.
ED 213 867
Walking and Working Surfaces. Module SH-06. Safety and Health.
ED 213 840
Warehousing Storage and Retrieval Safety. Module SH-23. Safety and Health.
ED 213 857
Welding, Cutting and Brazing Safety. Module SH-28. Safety and Health.
ED 213 862
Working Safety in Confined Spaces. Module SH-32. Safety and Health.
ED 213 866

Ohio Farm Bureau Federation.
An Ecological Study of Crime in Rural Ohio.
ED 214 717

Ohio State Univ., Columbus. Center for Science and Mathematics Education.
An Analysis of the Secondary School Science Curriculum and Directions for Action in the 1980's. 1982 AETS Yearbook.
ED 214 759

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Accept Responsibility. Work Maturity Skills. Competency 6.0.
ED 214 021
Advising. CAP Job Function.
ED 214 003
Apply for Jobs. Job Search. Competency 3.0.
ED 214 027
Apprenticeships in Employment and Training Programs. An Action Planning Guidebook.
ED 213 991
Arranging. CAP Job Function.
ED 214 004

Building and Making. CAP Job Function.
ED 214 005

CAP Program Guide.
ED 214 002

CAP Self-Inventory Cards.
ED 214 001

CAP Worksheets.
ED 214 013

Career Alert Planning. Instructor Guide.
ED 214 000

Career Education Materials for Employment and Training Programs. Catalog.
ED 213 997

Communicate Effectively. Work Maturity Skills. Competency 5.0.
ED 214 020

Cooperate with Others. Work Maturity Skills. Competency 7.0.
ED 214 022

Doing Clerical Work. CAP Job Function.
ED 214 006

Employability Development Plans: Counseling Participants and Developing EDPs. An Action Planning Guidebook.
ED 213 994

Exhibit Positive Work Attitudes. Work Maturity Skills. Competency 2.0.
ED 214 017

Follow-Up and Follow-Through in Employment and Training Programs. An Action Planning Guidebook.
ED 213 996

Handle the Job Offer. Job Search. Competency 5.0.
ED 214 029

Helping. CAP Job Function.
ED 214 007

Intake: Alternatives for Facilitating Participant Entry. An Action Planning Guidebook.
ED 213 992

Interview for the Job. Job Search. Competency 4.0.
ED 214 028

Job Placement in Employment and Training Programs. An Action Planning Guidebook.
ED 213 995

Job Search Program Guide.
ED 214 024

Job Search Skills Instructor Guide.
ED 214 023

Maintaining and Repairing. CAP Job Function.
ED 214 008

Orientation to the World of Work. Instructor Guide.
ED 213 998

Orientation to the World of Work. Program Booklet.

Practice Ethical Behavior. Work Maturity Skills. Competency 4.0. ED 213 999

Practice Good Work Habits. Work Maturity Skills. Competency 3.0. ED 214 019

Prepare for the Job Search. Job Search. Competency 1.0. ED 214 018

Present a Positive Image. Work Maturity Skills. Competency 1.0. ED 214 025

Search for Available Jobs. Job Search. Competency 2.0. ED 214 016

Technical Assistance for Employment and Training Programs. Overview. ED 214 026

Testing in Employment and Training Programs. An Action Planning Guidebook. ED 214 030

Thinking in Pictures. CAP Job Function. ED 213 993

Using Information about the Environment. CAP Job Function. ED 214 009

Working with Equipment. CAP Job Function. ED 214 010

Working with Numbers and Symbols. CAP Job Function. ED 214 011

Work Maturity Skills Instructor Guide. ED 214 012

Work Maturity Skills Program Guide. ED 214 014

Oklahoma State Dept. of Education, Oklahoma City.
Curriculum Review Handbook: Science, 1981-82. ED 214 015

Language Arts: A Wide Spectrum of Ideas. ED 214 756

Native Americans in Oklahoma, K-6. ED 214 193

Oklahoma Annual Migrant Evaluation Report, Title I. 1981. ED 214 723

Oklahoma Handbook: Child Nutrition Programs. Revised Edition. ED 214 722

Safety Precautions for Science. ED 214 670

Oklahoma Univ., Norman. Bureau of Government Research.
Desegregating Public Schools: A Handbook for Local Officials. ED 214 757

Ontario Inst. for Studies in Education, Toronto.
Resource Handbook on Manpower Flexibility Options in Ontario Universities. ED 215 005

ED 214 409

Ontario Inst. for Studies in Education, Toronto. Bilingual Education Project.
Bilingual Education in Ontario: A Decade of Research.
ED 214 363

Oregon State Dept. of Education, Salem.
Bricklaying. Pre-Apprenticeship Phase 2 Training. Instructor's Guide.
ED 213 893

Bricklaying. Pre-Apprenticeship Phase 2 Training. Student Training Modules.
ED 213 894

Cement Finishing. Pre-Apprenticeship Phase 2 Training. Instructor's Guide.
ED 213 901

Cement Finishing. Pre-Apprenticeship Phase 2 Training. Student Training Modules.
ED 213 902

Drywall. Pre-Apprenticeship Phase 2 Training. Instructor's Guide.
ED 213 899

Drywall. Pre-Apprenticeship Phase 2 Training. Student Training Modules.
ED 213 900

Elementary School Guidance and Counseling: Suggested Guidelines for School Districts.
ED 214 080

Floor Covering. Pre-Apprenticeship Phase 2 Training. Instructor's Guide.
ED 213 891

Floor Covering Pre-Apprenticeship Phase 2 Training. Student Training Modules.
ED 213 892

Painting. Pre-Apprenticeship Phase 2 Training. Instructor's Guide.
ED 213 887

Painting. Pre-Apprenticeship Phase 2 Training. Student Training Modules.
ED 213 888

Parts Counter. Pre-Apprenticeship Phase 2 Training. Instructor's Guide.
ED 213 897

Parts Counter. Pre-Apprenticeship Phase 2 Training. Student Training Modules.
ED 213 898

Plastering. Pre-Apprenticeship Phase 2 Training. Instructor's Guide.
ED 213 895

Plastering. Pre-Apprenticeship Phase 2 Training. Student Training Modules.
ED 213 896

Plumbing. Pre-Apprenticeship Phase 2 Training. Instructor's Guide.
ED 213 903

Plumbing. Pre-Apprenticeship Phase 2 Training. Student Training Modules.

ED 213 904
Survival Skills. Pre-Apprenticeship Phase 2 Training. Instructors Guide

ED 213 905
Tilesetting. Pre-Apprenticeship Phase 2 Training. Instructor's Guide.

ED 213 889
Tilesetting. Pre-Apprenticeship Phase 2 Training. Student Training Modules.

ED 213 890
Oregon State Dept. of Education, Salem. Special Education Section.
Toward Competency. A Guide for Individualized Instruction. Student Edition. Revised.

ED 214 312
Oregon Univ., Eugene. Center for Educational Policy and Management.
Training of the School Administrator: State of the Art. An Occasional Paper.

ED 214 253
Organisation for Economic Cooperation and Development, Paris (France). Committee for Scientific and Technical Personnel.
Innovation in Small and Medium Firms.

ED 213 949
ORI, Inc., Bethesda, Md. Information Systems Div.
Resources in Education (RIE). Volume 17, Number 8.

ED 213 817
Ottawa Board of Education (Ontario).
Preventative Mental Health Programs and School Systems: A Review of the Literature.

ED 214 073
Pacific Rim Association for Higher Education.
Maintaining Quality in Troubled Times. Pacific Rim Association for Higher Education Annual Conference (2nd, Seattle, Washington, October 13-14, 1981).

ED 214 483
Parents Campaign for Handicapped Children and Youth, Washington, D.C.
Closer Look.
One Step at a Time.

ED 214 333
Partners of the Americas, Washington, DC.
Peace Corps in Special Education and Rehabilitation. Case Study CS-2. Appropriate Technologies for Development

ED 214 340
Pasco School District 1, Wash.
Dropout Identification: A Preliminary Study of the Pasco School District.

ED 215 013
Peace Corps, Washington, D.C.

Peace Corps in Special Education and Rehabilitation. Case Study CS-2. Appropriate Technologies for Development
ED 214 340

Pennsylvania State Dept. of Education, Harrisburg.
Implementing PCRP: Fact or Fiction? Communication Skills.
ED 214 112

Recommendations for Relief from Burdensome State Mandates.
ED 214 238

Pennsylvania State Dept. of Education, Harrisburg. Bureau of School Improvement.
Examining Self-Esteem Needs in School Programs Through Item Analysis.
ED 214 993

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.
The Circulatory System and Instructor's Guide: The Circulatory System. Health Occupations Education Module: Instructional Materials in Anatomy and Physiology for Pennsylvania Health Occupations Programs.
ED 213 964

Communication in Health Occupations: I General. Health Occupations Education Module.
ED 213 956

The Endocrine System and Instructor's Guide: The Endocrine System. Health Occupations Education Module: Instructional Materials in Anatomy and Physiology for Pennsylvania Health Occupations Programs.
ED 213 969

The Genitourinary System and Instructor's Guide: The Genitourinary System. Health Occupations Education Module: Instructional Materials in Anatomy and Physiology for Pennsylvania Health Occupations Programs.
ED 213 968

Health Occupations Education Module. Using the Module.
ED 213 955

In-Service Training for Instructors Designed to Build the Necessary Skills Needed to Plan, Develop, and Implement Competency-Based Vocational Education. Final Report (July 1, 1980-June 30, 1981).
ED 213 823

Medical Terminology: Latin Words/Abbreviations; Special Signs and Symbols. Health Occupations Education Module.
ED 213 963

Medical Terminology: Prefixes. Health Occupations Education Module.
ED 213 960

Medical Terminology: Root Words. Health Occupations Education Module.
ED 213 959

Medical Terminology: Suffixes. Health Occupations Education Module.
ED 213 962

Medical Terminology: Using Some Common Prefixes, Suffixes, and Roots. Health Occupations Education Module.

ED 213 961

The Microscope: II Care and Use. Health Occupations Education Module.

ED 213 958

The Microscope: I Structure. Health Occupations Education Module.

ED 213 957

The Musculoskeletal System and Instructor's Guide: The Musculoskeletal System. Health Occupations Education Module: Instructional Materials in Anatomy and Physiology for Pennsylvania Health Occupations Programs.

ED 213 965

The Nervous System and Instructor's Guide: The Nervous System. Health Occupations Education Module: Instructional Materials in Anatomy and Physiology for Pennsylvania Health Occupations Programs.

ED 213 967

Pennsylvania Industrial Arts Safety Guide. Second Edition.

ED 213 953

The Reproductive System and Instructor's Guide: The Reproductive System. Health Occupations Education Module. Instructional Materials in Anatomy and Physiology for Pennsylvania Health Occupations Programs.

ED 213 970

The Respiratory System and Instructor's Guide: The Respiratory System. Health Occupations Education Module: Instructional Materials in Anatomy and Physiology for Pennsylvania Health Occupations Programs.

ED 213 966

Pennsylvania State Univ., University Park. Center for the Study of Higher Education.

Role Conflict and Accord: The Artist and Humanist in the University

ED 214 432

Pennsylvania State Univ., University Park. Coll. of Agriculture.

Population Change and Community Services: The Case of the Public Schools. Staff Paper Series #28.

ED 214 715

Phi Delta Kappa, Bloomington, Ind.

A Primer on Piaget. Fastback 128.

ED 214 968

Phi Delta Kappa, Bloomington, Ind. Center on Evaluation and Research.

Evaluation: Past, Present and Future: Phi Delta Kappa Occasional Paper 17.

ED 214 972

Planning for the Evaluation of Teaching. NSPER: 79. A CEDR Center on Evaluation, Development and Research Monograph.

ED 214 967

The Problem and Problem Delineation Techniques. Phi Delta Kappa Occasional Paper No. 1.

ED 214 969

Phi Delta Kappa Educational Foundation, Bloomington, Ind.

Educating Verbally Gifted Youth. Feetback 176.
ED 214 160

Phoenix Union High School District, Ariz.
P.A.C. Planner's Workbook. E.S.E.A. Title I. Revised.
ED 215 066

Physical Education Opportunity Program for Exceptional Learners (PEOPEL): An Administrative Guide for Secondary Schools. Third Edition.
ED 214 317

Physical Education Opportunity Program for Exceptional Learners (PEOPEL): A Teacher's Guide for Secondary Schools. Second Edition.
ED 214 316

Pittsburgh Univ., Pa. Learning Research and Development Center.
Students' Perceptions of Differential Treatment in the Classroom.
ED 214 980

Population Reference Bureau, Inc., Washington, D.C.
Knowledge and Use of Contraception in Twenty Developing Countries. Reports on the World Fertility Survey 3.
ED 214 673

The World Fertility Survey: Charting Global Childbearing.
ED 214 672

President's Committee on Employment of the Handicapped, Washington, D.C.
Affirmative Action to Employ Mentally Restored People.
ED 213 912

Counseling and Accommodating the Student with Learning Disabilities.
ED 214 338

Proceedings: National Meeting of Learning Disabled Adults (1st, April 30, 1980).
ED 214 339

Prince George's County Public Schools, Upper Marlboro, Md.
Guidelines for the Teaching of Test Taking Skills Senior High.
ED 214 154

The Teaching of Test Taking Skills, Fifth Grade Level. Revised Edition.
ED 214 152

The Teaching of Test Taking Skills, Grades 7 and 9.
ED 214 153

The Teaching of Test Taking Skills-Grade Three. Revised Edition.
ED 214 151

Rand Corp., Santa Monica, Calif.
Effects of Postsecondary Experiences on Aspirations, Attitudes, and Self-Conceptions.
ED 214 430

Research for Better Schools, Inc., Philadelphia, Pa.
Assistance and Enforcement as Strategies for Knowledge Transfer and Program Reform.
ED 214 252

An Identification of the Science Career Development Needs of Deaf

Students.
ED 214 337

The Participation of Minorities and Women in Education R&D Leadership and Management: An Annotated Bibliography.
ED 214 433

Rhode Island Coll., Providence. Dept. of Elementary Education.
The Status of Elementary Social Studies Education in Selected Rhode Island Public Schools.
ED 214 812

Riverside County Superintendent of Schools, Calif.
Career and Vocational Education for the Severely Handicapped.
ED 214 355

Rockefeller Foundation, New York, N.Y.
Focusing Better on Youth: Legislative Recommendations from the Field. A Report from the National Youth Practitioners' Network.
ED 213 989

Rotterdam City Council (Netherlands).
Early Intervention for High Risk Infants and Their Adolescent Mothers. Progress Report for Second Year, July 1, 1980-June 30, 1981.
ED 214 330

The Project: Education and Social Environment, Rotterdam (The Netherlands). Management Assessment Paper.
ED 215 041

The Project Onderwijs en Sociaal Milieu (The Project Education and Social Environment).
ED 215 040

Rotterdam School Advisory Service (Netherlands).
The Project: Education and Social Environment, Rotterdam (The Netherlands). Management Assessment Paper.
ED 215 041

The Project Onderwijs en Sociaal Milieu (The Project Education and Social Environment).
ED 215 040

Rough Rock Demonstration School, AZ.
Rough Rock Demonstration School Basic Skills Improvement Project. Final Report.
ED 214 709

Saginaw Public Schools, Mich. Dept. of Evaluation Services.
Competency Testing: A Review of the Literature. Evaluation Report.
ED 214 974

San Diego City Schools, Calif.
San Diego Plan for Racial Integration, 1979-82. Revised.
ED 215 006

San Luis Valley Board of Cooperative Services, Alamosa, Colo.
Project REACH, A Rural Education Approach in a Consortium for Handicapped: A Comprehensive Service Model. 1980-1981, Final Evaluation Report.
ED 214 718

San Mateo Office of Education, Redwood City, CA.
A Cooperative Integration (Mainstreaming) Program between Millbrae Elementary School District and San Mateo County Office of Education's Classes for the Deaf and Severely Hard of Hearing Program. Results of a Two Year Study. 1979-1981.
ED 214 357

Satellite Education Services, Inc., Los Angeles, CA.
Why In the World: A Teacher's Handbook.
ED 214 806

Save the Children, Albuquerque, N. Mex.
The Indian Family Foundation for the Future. Report of the National Indian Child Conference (3rd, Albuquerque, New Mexico, May 17-21, 1981).
ED 214 733

Scottish Council for Educational Technology, Glasgow.
Media Education. A Report on the Media Education Conference Jointly Held by the Scottish Film Council, Jordanhill College of Education, and the Scottish Council for Educational Technology (Dowanhill, Glasgow, November 29, 1980).
ED 214 499

Media Education in Scotland. Outline Proposals for a Curriculum.
ED 214 498

Seattle Public Schools, Wash.
Discipline Seminar. Report.
ED 214 266

Effective Schools. Seminar Report.
ED 214 265

Shaker Heights City School District, OH.
Research on Selection Methods and Programming for Advanced Black Students at the Secondary Level of Education. Final Report.
ED 215 047

Skyline Coll., San Bruno, Calif.
Skyline Older Adult Program: A Developing Concept.
ED 214 622

Social Science Education Consortium, Inc., Boulder, Colo.
Preparing to Teach Economics: Approaches and Resources. Revised and Expanded Edition.
ED 214 837

Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
The Place of Teachers' Beliefs in Research on Teacher Thinking and Decision Making, and an Alternative Methodology.
ED 214 864

South Carolina State Dept. of Education, Columbia. Curriculum Development Section.
Students Who Are 18 or Soon Will Be: Help Them Prepare To Exercise Their Right To Vote. Project 18.
ED 214 851

South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
Helping the Nontraditional Student: Counseling, Job Development, and Job Placement.

ED 214 038

South Carolina State Dept. of Mental Retardation, Ladson. Coastal Center.
Model Demonstration Program for Preschool and Early Education of Handicapped Children in a Public School. Third Annual Program Performance Report.

ED 214 362

Southeastern Writing Center Association.
Proceedings of the Southeastern Writing Center Conference (2nd, University of Alabama, February 6, 1982).

ED 214 164

Southeast Florida Educational Consortium, Miami.
Determining Educational Needs of AFL-CIO Union Members in Southeast Florida. A Report to the Board of Directors of the Southeast Florida Educational Consortium.

ED 214 455

Southern Center for Studies in Public Policy, Atlanta, Ga.
So You Are Doing Research! An Annotated Guide to Library Materials in Political Science and Related Fields. Third Edition.

ED 214 507

Southern Education Foundation, Atlanta, Ga.
Determining the College Destination of Black Students.

ED 215 031

Southern Illinois Univ., Carbondale. Dept. of Agricultural Education and Mechanization.
Fertilizer Use and Water Quality.

ED 213 934

Southern Illinois Univ., Edwardsville.
The Child as Scientist.

ED 214 627

Learning and Context: An Interview with A. I. Weinzweig, University of Illinois at Chicago Circle, Chicago, Illinois.

ED 214 758

Southern Regional Education Board, Atlanta, Ga.
Preparing Students for College: The Need for Quality. Issues In Higher Education.

ED 214 488

Redirecting Higher Education in a Time of Budget Reduction. Issues in Higher Education.

ED 214 486

Speech Communication Association, Annandale, Va.
Evaluating Classroom Speaking.

ED 214 213

SRI International, Menlo Park, Calif.

Technical Status Report on Staff Development. Final Report.

ED 214 863

Stanford Univ., Calif.
Expectation States Theory and Classroom Learning.

ED 214 750

Stanford Univ., Calif. Inst. for Communication Research.
Stress in School Environments: An Administrative Perspective.

ED 214 308

State Univ. of New York, Albany. Central Staff Office of Institutional Research.
Trends in Enrollment and Degrees Granted, 1948-1980: State University of New York.

ED 214 424

State Univ. of New York, Brooklyn. Downstate Medical Center.
Writing in Non-Academic Settings.

ED 214 163

State Univ. of New York, Plattsburgh. Coll. at Plattsburgh.
The Message Transferred. A Record of Data Feedback Procedures to Interested Agency Clienteles and County Citizens as Part of the Human Service Agencies' Collaboration in the Delivery of Services and Amenities to Rural Citizens in Clinton County, New York.

ED 214 728

Statistical Research, Inc., Westfield N.J.
Public Television and Public Radio Awareness, Viewing and Listening, On-Air Fund Raising, 1981.

ED 214 225

System Development Corp., Santa Monica, Calif.
Evaluation of the Special Services for Disadvantaged Students (SSDS) Program: 1979-80 Academic Year.

ED 214 412

TDR Associates, Inc., Newton, Mass.
Case Studies of Three Urban University-School Collaboratives Mandated for the Improvement of Educational Practice. Executive Summary.

ED 215 046

Case Studies of Three Urban University-School Collaboratives Mandated for the Improvement of Educational Practice. Volume I, Final Report. Revised.

ED 215 044

Case Studies of Three Urban University-School Collaboratives Mandated for the Improvement of Educational Practice. Volume II, Final Report.

ED 215 045

Teacher Education Conference Board, Albany, NY.
The Effective Teacher. Position Paper.

ED 214 865

Temple Univ., Philadelphia, Pa. Div. of Vocational Education.
Communication in Health Occupations: I General. Health Occupations Education Module.

ED 213 956

Health Occupations Education Module. Using the Module.

ED 213 955

Medical Terminology: Latin Words/Abbreviations; Special Signs and Symbols. Health Occupations Education Module.

ED 213 963

Medical Terminology: Prefixes. Health Occupations Education Module.

ED 213 960

Medical Terminology: Root Words. Health Occupations Education Module.

ED 213 959

Medical Terminology: Suffixes. Health Occupations Education Module.

ED 213 962

Medical Terminology: Using Some Common Prefixes, Suffixes, and Roots. Health Occupations Education Module.

ED 213 961

The Microscope: II Care and Use. Health Occupations Education Module.

ED 213 958
The Microscope: I Structure. Health Occupations Education Module.
ED 213 957

Temple Univ., Philadelphia, Pa. Inst. for Survey Research.
A Study of Volunteers in Drug Abuse Programs. Treatment Research Report.
ED 214 048

Temple Univ., Philadelphia, Pa. Univ. Libraries.
Report of the Task Force on Reorganization. Paley Library.
ED 214 493

Tennessee State Dept. of Education, Nashville.
Evaluation of Tennessee's State Plan for Career Education, 1980-81.
ED 213 906
Evaluation of the Tennessee Nutrition Education and Training Program. 1981 Final Report.
ED 214 263

Tennessee State Dept. of Education, Nashville. Div. of Vocational-Technical Education.
Business/Office Occupations Data Processing Data Processing Concepts, Data Entry Operator, Computer Operator, Computer Programmer, Systems Analyst.
ED 213 945

Tennessee Univ., Knoxville. Bureau of Educational Research and Service.
Evaluation of Tennessee's State Plan for Career Education, 1980-81.
ED 213 906
Evaluation of the Tennessee Nutrition Education and Training Program. 1981 Final Report.
ED 214 263

Texas Education Agency, Austin.
A Guide to Better Inservice Education in Texas.
ED 214 932

Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
Consumer Education for Families with Limited Incomes. Revised.
ED 213 926

Vocational Education for the Handicapped. Clothing Service Guide.
ED 213 924

Vocational Education for the Handicapped. Food Service Guide.
ED 213 925

Texas Education Agency, Austin. Div. of Curriculum Development.
Texas Driver and Traffic Safety Education Teacher Preparation Guide.
ED 214 031

Texas Tech Univ., Lubbock. Home Economics Instructional Materials Center.
Consumer Education for Families with Limited Incomes. Revised.
ED 213 926

Vocational Education for the Handicapped. Clothing Service Guide.
ED 213 924

Vocational Education for the Handicapped. Food Service Guide.
ED 213 925

Texas Tech Univ., Lubbock. Research and Training Center in Mental Retardation.
Cooperative Occupational Preparation of the Handicapped. Exemplary Models.
ED 213 928

Texas Univ., Austin. Dept. of Special Education.
An Analysis of Five Major Public Laws and Their Impact on the Handicapped.
ED 214 318

Texas Univ., Austin. General Libraries.
Preservation Conditions, Practices, and Needs in the General Libraries. A Report by the Preservation Committee.
ED 214 503

Tompkins-Cortland Community Coll., Groton, N.Y.
Academic Standards Task Force Report.
ED 214 597

Toronto Board of Education (Ontario). Research Dept.
The Grade Nine Student Survey: Fall 1980.
ED 214 965

Trinity Univ., San Antonio, Tex.
Emergencies and Problems: A Procedures Manual for Trinity University Library.
ED 214 527

Tuskegee Inst., AL. School of Veterinary Medicine.
A Summer Enrichment and Reinforcement Program in the School of Veterinary Medicine at Tuskegee Institute, Alabama. A Program Designed to Respond to a Challenge: Increased Minority and Disadvantaged Representation in Veterinary Medicine.
ED 215 032

United Indians of All Tribes Foundation, Seattle, Wash.
The Mamook Book: Activities for Learning About the Northwest Coast Indians.
ED 214 720

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.
Supporting Innovations in Education: Preparing Administrators, Supervisors and Other Key Personnel. Report of a Technical Working Group Meeting (Seoul, South Korea, September 29-October 11, 1980).
ED 214 229

Towards the Third Cycle of APEID. Final Report, Regional Consultation Meeting on the Asian Programme of Educational Innovation for Development (7th, Bangkok, Thailand, June 1-10, 1981).
ED 214 697

Work Plan of APEID for the Third Programming Cycle, 1982-1986. Regional Consultation Meeting (7th, Bangkok, Thailand, June 1-10, 1981).
ED 214 698

United Nations Educational, Scientific, and Cultural Organization, Bucharest (Romania). European Centre for Higher Education.
Access to Higher Education in Europe.
ED 214 411

Interuniversity Co-Operation in the Europe Region.
ED 214 410

United Nations Educational, Scientific, and Cultural Organization, Paris (France).
Development and Modernization of the Basbakanlik Arsiv: Turkey.
ED 214 543

Documentation and Library Service of the Ministry of Information: Hashemite Kingdom of Jordan.
ED 214 544

Documentation Centre of the Association of African Universities.
ED 214 545

A National Documentation and Information Centre of the Kenya National Council for Science and Technology.
ED 214 546

United Nations Fund for Population Activities, New York, N.Y.
Six Steps to a Sustainable Society. Worldwatch Paper 48.
ED 214 855

University of Central Arkansas, Conway.
Correlating Vocational Education with Labor Market Needs Through the Internship Program. Exemplary Project and Final Report.
ED 213 948

University of Southern California, Los Angeles. School of Education.
The Acquisition of Consultation Skills by Means of Two Simulation Techniques for Regular Class Teachers Engaged in Joint Planning of Educational Programs for Learning Disabled Children. Final Performance Report.
ED 214 341

Utah State Board of Education, Salt Lake City.
A Reading and Writing Program Using Language-Experience Methodology Among Adult ESL Students in a Basic Education Program. Administrators/Instructors Manual.
ED 213 914

A Reading and Writing Program Using Language-Experience Methodology Among Adult ESL Students in a Basic Education Program. Volunteer Tutor Manual.
ED 213 915

Reasons Why Elementary and Secondary Students Do and Do Not Like Science.
ED 214 797

Report to the Utah State Board of Education on the Teacher Education Programs at Utah State University.
ED 214 928

Strengthening the Community/Education Partnership: The San Juan RFD Model of Public Involvement. Public Involvement Using the Rural Futures Development Strategy.
ED 214 749

Utah State Board of Education, Salt Lake City. Div. of Adult Education and Training.
English for Driving Student Workbook.
ED 213 976

English for Driving Teacher's Guide.
ED 213 977

English for Driving Visuals for Use with Student Workbook and Teacher's Guide.
ED 213 978

Vance Bibliographies, Monticello, Ill.
On the History and Future of the American Junior College: A Bibliography of Edmund J. Gleazer, Jr. Public Administration Series: Bibliography.
ED 214 586

On the Role of the State in the Governing of Higher Education: A Bibliography of Lyman A. Glenny. Public Administration Series: Bibliography P-929.
ED 214 480

Vera Inst. of Justice, New York, N.Y.
Employment and Crime: A Review of Theories and Research.
ED 213 980

Victoria Univ. (British Columbia).
Towards a Model for Satellite-Based Instruction at the University of Victoria. Report on the ANIK-B Experimental Project, September 1979 to June 1980. Summary Report.
ED 214 492

Virginia Commonwealth Univ., Richmond.
Ethnographic Research on Word Recognition Strategies of Adult Beginning Readers: Summary Report.
ED 213 990

Virginia Polytechnic Inst. and State Univ., Blacksburg.
AIASA Guide for Industrial Arts Programs.
ED 213 908

Sex Equity Guide for Industrial Arts Programs.
ED 213 909

Special Needs Guide for Industrial Arts Programs.
ED 213 910

Standards for Industrial Arts Programs.
ED 213 907

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Forestry and Wildlife Resources.
Social Sciences in Forestry, A Current Selected Bibliography and Cumulative Author Index for 1981. No. 56.
ED 214 751

Virginia State Dept. of Education, Richmond.
Project SETT-UP: Special Education via Telecommunications, Teacher Upgrade. Five Year Report, June 1, 1976-August 31, 1981.
ED 214 331

Virginia State Dept. of Education, Richmond. Adult Education Service.
Ethnographic Research on Word Recognition Strategies of Adult Beginning Readers: Summary Report.
ED 213 990

Virginia Univ., Charlottesville, Bureau of Educational Research.
Moving to an Interorganizational Context for Public School Education: A Case Study.
ED 214 248

Virginia Univ., Charlottesville. Mid-Atlantic Center for Community Education.
Utilizing Community Resources in the Classroom: An In-service Reference Collection.
ED 214 927

Virginia Western Community Coll., Roanoke. Office of Institutional Research.
Community College Goals Inventory (CCGI).
ED 214 612

Washington Office of the State Superintendent of Public Instruction, Olympia. Div. of Instructional and Professional Services.
Kindergarten Early Entrance Identification Manual.
ED 214 674

Washington State Board for Community Coll. Education, Olympia.
Washington Community Colleges Factbook, Academic Year 1980-81.
ED 214 562

Washington State Board for Community Coll. Education, Olympia. Div. for Information Services, Research & Evaluation.
Washington Community Colleges Fall Quarter Report, 1981.
ED 214 593

Washington State Univ., Pullman.
Dropout Identification: A Preliminary Study of the Pasco School District.
ED 215 013

Washington State Univ., Pullman. Dept. of Rural Sociology.
Development of Rural Leadership: Problems, Procedures, and Insights. Summary of an Impact Assessment of Public Affairs Leadership Programs Conducted in California, Michigan, Montana, and Pennsylvania and Executive Summary.
ED 214 748

Washington Univ., Seattle. Inst. on Aging.
Foundations in Gerontological Education: Issues and Dilemmas for Students.
ED 214 084

Waukegan Community Unit School District 60, Ill.
Waukegan Follow Through Balanced Reading Program: Individualized Reading Instruction Manual.
ED 214 117

Weizman Inst. of Science, Rehovot (Israel).
A Follow-up Study on Perach Children Two Years After Tutoring.
ED 214 760

West Central Wisconsin Library Computing Cooperative, Menomonie.
Specifications for a Computerized Library Circulation Management Data and On-Line Catalog System.
ED 214 494

Western Australia Education Dept., Perth.
Final Physical Science Evaluation Report. Co-operative Research Series Report No. 8.
ED 214 761

Western Australian Inst. of Tech., Perth.
Final Physical Science Evaluation Report. Co-operative Research Series Report No. 8.
ED 214 761

Western Kentucky Univ., Bowling Green. Center for Career and Vocational Teacher Education.
Assessment of Occupational Opportunities in Health Occupations for Handicapped.
ED 213 932

Retailing I: A Foundation for Marketing and Distributive Education Curriculum Development.
ED 213 933

Western States Technical Assistance Resource, Monmouth, Oreg.
Staff Development: A Systematic Process.
ED 214 332

Wisconsin Center for Education Research, Madison.
An Investigation of the Trends in Vocabulary Research and the Effects of Prior Knowledge on Instructional Strategies for Vocabulary Acquisition.
ED 214 118

Kindergarten and First-Grade Children's Strategies for Solving Addition and Subtraction Problems in Abstract and Verbal Problem Contexts. Report from the Program on Studies in Mathematics. Technical Report No. 583.
ED 214 652

Peers' Requests and Responses in Third-Grade Reading Groups.
ED 214 119

A Technique for Improving the Understanding of Expository Text: Gloss (Part 1); Examples of Gloss Notation (Part 2).
ED 214 120

Wisconsin State Dept. of Public Instruction, Madison.
Limited English Proficiency Students in Wisconsin: Cultural Background and Educational Needs. Part II: Indochinese Students (Hmong and Vietnamese).
ED 214 373

Wisconsin Univ., Madison. African Studies Program.
A Reference Grammar of the Kanuri Language.
ED 214 369

Wisconsin Univ., Madison, Univ. Extension.
The Dial Access Library for Health Professionals in Wisconsin: An Historical Account.
ED 214 526

World Health Organization, Copenhagen (Denmark). Regional Office for Europe.
Undergraduate Education in Cancer in the European Region. Report on a UICC/WHO Meeting (Geneva, Switzerland, April 6-8, 1981).
ED 214 425

World Order Models Project.
The Moving Cultural Frontier of World Order: From Monotheism to North-South Relations.
ED 214 854

World Rehabilitation Fund, Inc., New York, NY.
The Role of Special Education in an Overall Rehabilitation Program. Monograph Number Seven.
ED 214 350

Worldwatch Inst., Washington, D.C.
Six Steps to a Sustainable Society. Worldwatch Paper 48.
ED 214 855

Yale Univ., New Haven, Conn. Bush Center in Child Development and Social Policy.
What Is'' Pro-Family Policy? Proceedings of the Bush Interest Group/Symposium (New Haven, Connecticut, May 18-20, 1981).
ED 214 680